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ABSTRACT

This document is composed of 5 separate volumes which represent case studies of 57 Asian Limited English Proficient (LEP) high school students who attended sheltered classes in the Philadelphia School District (Pennsylvania). Case studies, conducted in 1991-92, were part of a larger study of the student experience in sheltered classes in comparison with mainstream classes at four New Instructional Model High Schools. The case study in school 1 represented 5 Cambodian, 5 Vietnamese and 2 Chinese students who ranged in age from 16 to 20 years. The students sampled in school 2 ranged in age from 14 to 19 years and 10 came from Vietnam, 5 from Korea, 4 from Laos, 4 from Cambodia, 2 from China and 2 from India. The case study in school 3 was represented by 9 students from Vietnam, 1 from Korea, 1 from Cambodia, and 1 from Burma. Students ranged in age from 14 to 20 years. In school 4, students in the case study were 14 to 21 years old and 2 students were from Vietnam, 3 were from Cambodia and 1 was from China. Each student was observed by an evaluator for a school day, and structured follow-up interviews were conducted for each student and each student's English as a Second Language (ESL), mathematics, science, and history teachers. Most students in the sample felt more comfortable in sheltered classes, and believed that they would not have been able to cope with mainstream classes. Students, teachers, and evaluators commented on the oral language difficulties students were experiencing at all four schools. Data support earlier findings about the instructional program that indicate that opportunities for developing oral language are limited in both ESL and sheltered classes because of the predominance of traditional teacher-centered instruction that tends to inhibit oral interaction. Students rarely have the opportunity to interact with native English-speaking students during the school day to practice spoken English. (SLD)

ED 379 362

The School District of Philadelphia

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

Report #9316
June, 1993

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THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

INTRODUCTION AND FINDINGS

Report #9316
June, 1993

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EXECUTIVE SUMMARY

This report is presented in five separate volumes and represents case studies of fifty-seven Asian Limited English Proficient (LEP) high school students who attended sheltered classes. The case studies were conducted in the 1991-1992 school year and were part of a larger study which sought to provide more insight into students' experiences in sheltered classes as compared with mainstream classes at four New Instructional Model High schools. Findings from the earlier phases of this study were provided in a prior report and included in-depth information on ten sheltered classes.

The case studies represent students from different Asian countries with diverse educational backgrounds who attended the ten sheltered classes. Each student was observed by an evaluator for an entire school day, and structured follow-up interviews were conducted with each student and each student's ESOL, Mathematics, Science and History teachers.

The findings show that most of the students in the sample felt more comfortable in sheltered classes and believed that they would not have been able to cope with mainstream classes because of language proficiency weaknesses. Teachers generally agreed that these students needed sheltered classes and would not have been able to function in mainstream classes. While the students varied greatly in their ability to cope with the academic work and some significant differences emerged by school, students teachers and evaluators alike commented on the oral language difficulties students were experiencing at all four schools.

In addition to providing a wealth of information about our students, the case study data tell us much about the instructional program. Namely, the data support our earlier findings in showing that opportunities for developing oral language proficiency were limited in both ESOL and sheltered classes because of the predominance of traditional teacher-centered instruction which tends to inhibit oral interaction. Furthermore, students in our case study sample rarely had an opportunity to interact with native English-speaking students during the school day which would have enabled them to practice their spoken English.

INTRODUCTION

This report describes the third phase of a study which sought to provide more insight into students' experiences in sheltered classes as compared with mainstream classes in four New Instructional Model high schools. The findings from the first two phases of the study were presented in an earlier report which described ten sheltered and ten mainstream content-area classes at these four high schools.* Phase 3 of the study involves case studies of fifty-seven Asian LEP students who attended the ten sheltered classes at the four high schools. The student case studies are presented in four separate volumes, i.e. one volume for each school.

Students were selected on the basis of the following variables: 1) a preference was given to selecting ESOL Level 3 students for whom sheltered classes (as opposed to co-taught classes at ESOL Level 2) were primarily intended, 2) a mix of high, middle and low performing students were selected from each of the ten sheltered classes on the basis of first report period marks, and 3) an attempt was made to select students from different Asian countries. High performing students were defined as those who obtained an average mark of 80 to 100 in the first report period, middle performing students were those who obtained an average mark of 65 to 79, and low performing students were those who received a failing average of 0 to 64.

School records and computerized files were searched in order to obtain background information on each of the students selected for study. The actual case studies were conducted between February 1992 until the end of the school year, i.e. June 1992. Each student was followed and observed by an evaluator for one complete school day. Structured follow-up interviews were conducted with each student and with each student's ESOL, Mathematics, Science and History teachers. These interviews included questions about the students' academic progress; how they were progressing in their English language proficiency and in their social acculturation. Students were also asked whether they preferred being in sheltered classes rather than mainstream classes.

Each case study begins with a Student Information Form which requires some explanation. The sheltered class designated on the top right of the form shows the sheltered class which was described in Phase 2 of the study. Student names and school district identification numbers have been eliminated to preserve anonymity. Information on the form includes family background factors, the student's educational history, the number of years in the ESOL program, the student's daily program and the student's report period marks for the year of the study.

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* An Assessment of Sheltered v. Mainstream Classes in New Instructional Model Schools, 1991-1992. School District of Philadelphia. Report #9302.

FINDINGS

An analysis of the case study data shows that at three of the four high schools, many of the students in the sample had missed several years of schooling before arriving in the U.S.A. and some had even come to this country with no previous education. In addition, many of the students came from homes where the parents or guardians were unemployed. Some of the students had no parents in this country and some had one parent who had been left behind or had died.

At two of these three schools, most of the students had been in the ESOL program for approximately three years and were experiencing difficulties coping with their academic work as well as expressing themselves. At the third school, although many of the students in the sample had also missed several years of education, they had been in the ESOL program for a longer period of time (four to seven years) and were generally coping with the work despite oral language difficulties. The school climate at this school has been consistently described as positive and teachers show particular concern for LEP students.

The students studied at the fourth school, the largest school, tended to be the most educated group in the sample. Most of these students were relatively new arrivals who were in their first or second year of ESOL, had missed no schooling and came from families who were employed or ran businesses in Philadelphia. Despite a less positive climate at this school, partly due to large classes, these students were generally progressing well academically, but like the students in the other three schools were experiencing language difficulties.

Contrary to our earlier findings. almost all of the students at all four high schools expressed a preference for sheltered classes over mainstream classes. Many felt they would not have been able to cope in mainstream classes and indicated that they were more comfortable working with other LEP students. Teachers generally agreed that these students needed sheltered classes and would have been unable to handle mainstream classes.

Socially, most of the students in the sample tended to associate with members of their own language group during the school day and were rarely seen interacting with mainstream students. This latter finding is consistent with our earlier finding where secondary school LEP students in the New Instructional Model Program reported that few opportunities existed for them to get to know native English speakers. This lack of access to mainstream students was compounded by the fact that hardly any of the students in the sample participated in their school's extracurricular activities.

In terms of the instructional program, teachers of both ESOL and sheltered classes were rarely observed using techniques which facilitated oral language development. Most classes were characterized by traditional teacher-centered instruction with little evidence

of student-centered activities or cooperative learning which are techniques recommended for developing oral language proficiency.

CONCLUSIONS

The case studies represent a group of high school students from different Asian countries with diverse educational and home backgrounds who attended sheltered content-area classes in four New Instructional Model (NIM) high schools. Those students who came to this country with uninterrupted schooling and whose families were generally able to find gainful employment appear to be succeeding academically in sheltered content-area classes, despite language proficiency weaknesses. From all indications these students should be able to exit from the NIM program after two or three years. For those students who have come to this country with lost years of schooling and whose families are struggling economically, length of time in ESOL and sheltered classes appears to be a significant factor in contributing to their academic progress. Students and teachers were unanimous about the benefits of sheltered classes in providing the help that these students need. Unfortunately, some of the students in our sample had lost a sense of direction and purpose due to parental loss and emotional trauma and were unable to cope with the school environment.

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

SCHOOL 1

Report #9316
June, 1993

SCHOOL 1

Twelve Asian LEP students were selected for intensive study from the sheltered American History and Science & Technology classes which participated in phase 2 of this study. The case studies presented on the following pages represent five Cambodian, five Vietnamese and two Chinese students most of whom were at ESOL Level 3 and ranged in age from 16 years to 20 years. Five of the twelve students had entered school in the U.S.A. With no previous educational background, four had had three years of education in their home countries and had missed several years of schooling. The three remaining students had had five to seven years of prior education and had missed little if any schooling. Nine of the twelve students had been in the ESOL program for at least four years and came from households where the parents or guardians were unemployed.

While all twelve students received passing averages at the beginning of the 1991-1992 school year, they varied greatly in their ability to cope with their academic work. Despite their fairly advanced status in the ESOL program, most of these students were weak in their English language proficiency, and had a difficult time expressing themselves in class and in interviews with the evaluator.

The five students who had arrived with no previous education had been in the ESOL program for an average of six years. Three were considered to be making good progress, while the other two were having difficulty with their academic work and were said to have learning disabilities or emotional problems which interfered with their work.

Four of the remaining seven students had missed several years of schooling before arriving in the U.S.A., had been in the ESOL program an average of five years and were generally described as doing average work. Two Chinese students who were relatively new arrivals and had missed no schooling were also described as doing average work, despite weal oral proficiency skills.

All of the students in the study were asked whether they preferred taking sheltered content-area classes or whether they would have preferred taking regular classes with mainstream students. Of the twelve students in the sample, seven stated that they preferred taking sheltered classes, two students said that they would have preferred a mix of ESOL and mainstream students in content-area classes, and three declined to state a preference. The seven students who preferred sheltered classes often expressed the feeling that they received more attention from the teachers in the sheltered classes than they would expect in mainstream classes. In addition several students said that they felt comfortable in the sheltered classes because they were able to work with students of their own language background. Socially, not one of the twelve students was observed interacting with non-Asian students during lunch, nor were they involved in the school's extracurricular activities.

The environment of the school was supportive to students in the ESOL program. Teachers showed concern and interest in the progress of the students and some tried to give students extra help early in the morning or after school.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	1	3-1-71	12	Khmer

Sex	Age (as of 9/91)
F	20 yrs. 6 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	12-27-82	0	1-3-83	1

Dates at each ESOL Level:

Level 1: Spring 1983, elementary school; 1984-1985 no record

Level 2: 1985-87, high school

Level 3: 1987-88, dropped out for 2 years, then returned

Level 4: 1990-92, high school

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
½ yr.	2 yrs.	1 yr.	2 yrs.

Student's Daily Schedule:
1. American History (sheltered)
2. Typing
3. Social Science (sheltered)
4. Science & Technology (mainstream)
5. Options & Opportunities
6. ESOL 4

First Report Period Marks:		Final Report Period Marks
Social Science:	84	78
American History:	80	80
Science & Technology:	60	65
ESOL 4:	85	90
Typing:	80	(no mark)
Options & Opportunities:	88	95

Family Background Factors:
This student dropped out of school when she married, but returned after two years. She graduated in June 1992 and planned to do beauty training.

Background Data

This student arrived in the U.S. from Cambodia in 1982 at age 10 years, 9 months with no prior education and was assigned to Beginning ESOL at an elementary school. In 1987 she dropped out of school for two years to marry and have a baby. After two years out of school, she applied for re-admission to high school and was accepted.

This student was 21 years old in grade 12 and was repeating Level 4 ESOL in 1991-92. She was doing well in most of her subjects except Science and Technology (a mainstream class), where she received failing grades for most of the year, but managed to pass the course at the end of the year. She was assigned to the mainstream section of Science and Technology because of a schedule conflict between her ESOL 4 class and the sheltered Science and Technology. In addition to the mainstream Science and Technology, she was taking two sheltered classes.

The student lived with her husband and child. She had parents in Philadelphia and six siblings. She graduated in June 1992 and intended to train at a beauty school.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History. The teacher reviewed material on the American Revolution and the Federal period. The teacher called on the student twice and she gave appropriate answers. The student moved from class to class with a group of Cambodian girls. Her next class was Typing, where the teacher gave a series of review exercises to work on.

Afterwards, she went to Sheltered Social Science. The teacher had written a set of review questions on the board and asked the students to use their notes and texts to find the answers. The student worked with two other girls and spoke a mixture of Cambodian and English.

The next period was Lunch, where the student chatted with other Cambodian girls. She then went to Science and Technology, where the teacher reviewed some material on computers and then gave the students a worksheet to complete. The student worked on the worksheet on her own, and asked the teacher for help from time to time. She seemed to be asking questions about both vocabulary and concepts.

In the Options and Opportunities class, students were using the computers in the science lab to write resumes and letters of reference for jobs. The student had completed the assignment on the previous day, so she helped two other students finish their resumes.

The last class of the day was ESOL 4, where the teacher divided the students into small groups to work on review worksheets for grammar and vocabulary. The student worked with two other Asian girls, and seemed to be speaking English with them most of the time.

Description of the Student's Experience in ESOL 4:

The class consisted of a review lesson on grammar and vocabulary. The class worked

in small groups of three or four students each. The teacher circulated to give help. The student worked diligently with two other girls and seemed to speak English with them most of the time. At one point during the lesson, the teacher asked the student to help another girl who was having difficulty.

The teacher said that the student was doing well, and would finish the year with a high or middle "B". She described the student as "mature" and "hard-working". The student's language skills were fairly good, and she expressed herself clearly.

The student stated that she was satisfied with her progress in ESOL, but wanted to improve her writing and spelling.

Description of Student's Experience in American History (Sheltered)

The class consisted of a question and answer review of material covered in the beginning of the year on the American revolution and Federal period. The student was called on twice and gave appropriate answers.

The teacher noted that the student had some vocabulary problems, but seemed to understand the material fairly well, and had a very positive attitude towards the class. She would receive a grade of "B" for the final marking period. She had a very good attendance record, and seemed to be acculturating well, although the teacher had only seen her interact with other Asians.

When the student was asked whether she preferred taking a mainstream or a sheltered class, she stated that she had no opinion. She was confortable with her progress in the course.

Description Student's Experience in Science and Technology (Mainstream)

During the lesson observed, the teacher reviewed some material on computers and gave the students a worksheet to complete during the second part of the period. The student worked on the worksheet on her own, and asked the teacher for help from time to time.

The teacher stated that the student tended to have trouble with the course material, and felt that a combination of language and conceptual difficulties troubled her. She had done somewhat better during the last marking period, so she would pass the course for the year.

Again, when the student was asked whether she preferred a sheltered or a mainstream class, she said that she had no opinion.

Description of Student's Experience in Math

The student was not taking math during the year in which this study took place. She was taking an additional Social Studies course (Sheltered Social Science).

Summary

This student had spent a total of six and a half years in ESOL since entering school in Philadelphia in 1983. She had had no previous education in her home country, and had dropped out of high school for two years before returning to complete her studies. She successfully graduated in June 1992.

She had done well in all her classes except Science and Technology, which she failed in the first marking period but managed to pass by the end of the year.

STUDENT INFORMATION FORM

School: 1 — Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	2	10-2-75	9	Chinese (Cantonese)

Sex	Age (as of 9/91)
F	15 yrs. 11 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
China	12-12-87	5 yrs.	5-2-91	2

Dates at each ESOL Level:

Level 1:

Level 2: Spring 1991, high school

Level 3: 1991-92, high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	2 months	1 yr.	

Student's Daily Schedule:

1. American History (sheltered)
2. ESOL 3
3. Algebra 1 (sheltered)
4. Lunch
5. ESOL 3 (tutorial)
6. Art/Health (sheltered)
7. Biology (sheltered)

First Report Period Marks:		Final Report Period Marks
American History:	67	77
Algebra 1:	90	95
Biology:	71	73
ESOL 3:	82	80
Art: (Term 1)	90	90
ESOL (tutorial):	77	78
Health: (Term 2)	-	80

Family Background Factors:

The student lived with her parents, who worked part-time in a restaurant, and a younger brother.

Background Data

This student arrived in the U.S. from China in December 1987 at the age of twelve. School records provide no information about her schooling between 1988 and 1991. She had had five years of education in her home country. She entered the School District of Philadelphia in May 1991, when she was placed in Level 2 ESOL. In the Fall of 1991, she was moved to Level 3 ESOL.

At the time of this study, the student was in ESOL Level 3 and was doing very well in some subjects, such as Math, but not very well in others, such as Sheltered American History, which has complicated vocabulary and cultural concepts which she struggled with. She probably should have remained in Level 2 ESOL for 1991-92 rather than taking Level 3.

The ESOL teacher and the Sheltered American History teacher felt that she relied heavily on strategies such as rote memorization and the help of friends to get through her classes. This probably indicates that those classes were too difficult for her level of English proficiency at the time.

The student seemed happy and well-liked, and was friendly with ESOL students of all kinds. When asked whether she would like more contact with native English speakers, she said that she was not sure she did, because she had had both positive and negative experiences with mainstream students in the cafeteria.

She lived with her parents, who both worked in a restaurant, and a younger brother who was in kindergarten.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History, where the teacher gave out a review page on the Civil War. The students worked on it for a few minutes, and then there was a discussion. The student chatted with some of the other students during the task, but did not take part in the discussion and was not called on.

In the next class, ESOL 3, the students worked in small groups on a vocabulary review related to a passage they had read. The student worked with two other Asian students and spoke English most of the time. In Algebra, her next class, the student participated in the discussion of the homework problems, and volunteered to put her problems on the board. The next period was lunch, where the student sat with other Chinese girls and chatted. She seemed to socialize with these same girls between classes, too.

After lunch, the student went to ESOL 3 Tutorial where she worked on some math problems and chatted with several girls. Her next class was Sheltered Health. This class was being co-taught by a Health teacher and an ESOL teacher. They asked the students to write down their concerns on cards and then chose a few of the ideas to discuss. The student did not participate in the discussion.

The last class of the day was Sheltered Biology. The teacher gave out a review page on the structure of a frog. Students needed to fill in the names of the parts of the body. In the class discussion, they needed to describe the function of each part as well. The student sat quietly, but seemed to be thinking about other things.

Description of the Student's Experience in ESOL 3:

The students worked in small groups on a vocabulary review related to a passage they had read. The student worked with two other Asian students and spoke English most of the time.

The teacher stated that there was a great deal of disparity between the girl's oral and written work. The student memorized enough information to do well on tests, but she did not seem to recognize the importance of oral work, the teacher noted. The teacher added that the student never asked questions in class or volunteered answers, nor did she seem confident in her use of English. However, she was observed interacting well with students of other language backgrounds, so she must have used English to speak with them.

The student said she felt satisfied with her progress in ESOL, but realized she still needed to improve a lot, especially in terms of vocabulary.

Description of the Student's Experience in American History (Sheltered)

The teacher gave out a review page on the Civil War. The students worked on it for a few minutes, and then there was a discussion. The student chatted with some of the other students during the task, but did not take part in the discussion and was not called on.

The teacher expressed dissatisfaction with the student's frequent lateness and her dependence on others to help her do her work. He said that she had made some progress, but that her language skills were too weak for the Sheltered course. She had difficulty reading the required material and doing writing assignments. The teacher felt that the student should probably have been in a Level 2 course.

The student said that she found this course very difficult because the vocabulary was complicated. She felt she needed to be in the sheltered class.

Description of the Student's Experience in Biology (Sheltered)

The teacher gave out a review page on the structure of a frog. Students needed to fill in the names of the parts of the body. In the class discussion, they were asked to explain the function of each part as well. The student sat quietly, but did not seem attentive. She did not volunteer to answer any questions, and the teacher did not call on her.

The teacher said that in spite of the fact that the student did not usually participate in the class discussion, she was doing acceptable work, and seemed to him to be appropriately placed in the course. The teacher added that the student did not make much effort, and had not improved a great deal since the beginning of the year.

The student was satisfied with her progress in the course, and said that she was glad to be in the sheltered class because the teacher was able to give more help than a mainstream teacher would.

Description of the Student's Experience in Algebra (Sheltered)

The student participated in the discussion of the homework problems, and volunteered to put her problems on the board. The teacher asked her to put two problems on the board and to explain how she did them. They were both correct.

The teacher described the student as hard-working and conscientious about getting her homework done. He noted that she was doing extremely well, and would receive a grade of "A" for the end of the year. He felt that she could have taken a mainstream math class instead of the sheltered class. The student got along well with everyone in the class, and seemed to have an excellent attitude toward the course, the teacher added.

The student stated that "math is easy" for her, and that she thought she could have taken a mainstream math class instead of the sheltered class.

Summary

This student was doing well in some areas, but not very well in others. She excelled in Math, for example, but was very weak in History, where her lack of facility in reading, writing, and her limited knowledge of vocabulary were a great problem. The ESOL teacher pointed out that while the student managed to memorize enough material to pass tests, her comprehension was poor and her oral competence was weak for Level 3. The student probably would have fared better repeating Level 2 for another year. In 1992-93 it was planned that she would repeat Level 3 with different sheltered classes.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	3	3-11-75	9	Chinese (Cantonese)

Sex	Age (as of 9/91)
M	16 yrs.

Country of Origin	Date arrived in U.S.A	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	3-31-87	0	1-7-88	1

Dates at each ESOL Level:

Level 1: Spring 1988, 1988-89 elementary

Level 2:

Level 3: 1989-91 elementary, 1991-92 high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1½ yrs.		3 yrs.	

Student's Daily Schedule:

1. American History (sheltered)
2. ESOL 3
3. Pre-Algebra
4. Lunch
5. ESOL 3 (tutorial)
6. Art (sheltered)
7. Biology (sheltered)

	First Report Period Marks:	Final Report Period Marks
American History:	68	71
Pre-Algebra:	67	61
Biology:	66	66
ESOL 3:	75	70
ESOL (tutorial):	79	78
Health: (Term 1):	70	-
Art: (Term 2)	-	80

Family Background Factors:

The student lived with his parents, who worked in a restaurant. He had a sister who attended the same school, and a brother in elementary school.

Background Data

This student, a Cantonese speaker from Vietnam, entered the school system in Spring 1988 at the age of thirteen as a Beginning level ESOL student in the fifth grade. His records show that he had no prior education in his native country. He was seventeen years old and in the ninth grade at the time of the present study, and in his third year of ESOL Level 3.

The student was having difficulties in all areas. His teachers noted that he may have a learning disability or need special education, but no referral had been made. The student seemed to interact minimally with other students; some teachers mentioned that he did not interact with any students in the class, either Asian or non-Asian.

The student lived with his father and mother, who were both working, and a sister and brother who were in school. He attended a Chinese- language community school on weekends.

Description of the Student's Day

The student's first class, sheltered American History, consisted of a lecture on the Westward Movement of the Nineteenth Century and questions to the students. Some of the material was new and some was a review geared toward the final exam. The student listened quietly, but he was passive. He did not volunteer to answer any questions.

The student's next class was ESOL 3. The teacher assigned some seatwork pages on vocabulary as a review for the final exam. The students worked on them for most of the period. The student worked on his own, occasionally asking some of his neighbors or the teacher for help when he was stuck. When he spoke to the other students, it was either in Cantonese or Vietnamese

His next class was Pre-Algebra, where the teacher gave out problems for the students to do at their seats. The student worked on the problems, but frequently asked for help from the teacher. He did not interact with other students in the class.

During the next period, Lunch, the student sat with other Cantonese speakers. He then went to the ESOL 3 Tutorial, where the tutors circulated to help students with their homework. He mostly sat quietly in a corner, but did not appear to be working on anything in particular.

The student's next class was Sheltered Health, which was co-taught by a Health teacher and an ESOL teacher. They asked the students to generate some ideas about difficult situations with family or peers. Then they discussed some of the situations the students had brought up. The student sat quietly during the class, and did not seem focused on what was going on. He was not called on during the class.

In the last class of the day, Sheltered Biology, the teacher gave out review worksheets, which the student seemed to try to work on. He asked for help from the teacher several times as the teacher circulated around the room. It seemed from the teacher's explanations to him that he did not have a grasp of the material.

Description of the Student's Experience in ESOL 3

The teacher assigned some seatwork pages on vocabulary as a review for the final exam. The students worked on them for most of the period. The student worked on his own, occasionally asking some of his neighbors for help when he was stuck.

The teacher suggested that the student has some sort of learning disability because he was not able to cope with the work in the class. She noted that he "just doesn't understand what is going on", and did not feel that a change of ESOL level would help him. The teacher thought that she had given his name to the LEP Pilot Project teachers, but could not remember for sure, and had no record. She felt that he should be tested for Special Education, but had not referred him as of May, 1992.

In an interview, the student demonstrated a low level of oral proficiency: he was not able to create complete sentences, and had difficulty making himself understood. He was not satisfied with his progress in English and said that learning the language was very difficult for him. He wanted to improve in all areas, especially pronunciation.

Description of the Student's Experience in American History (Sheltered)

The class consisted of a lecture on the westward movement of the nineteenth century interspersed with questions to the students. Some of the material was new and some was a review. The student listened quietly but did not seem attentive to what was going on. He did not volunteer to answer the teacher's questions.

The teacher felt that the student has a problem not related to language, although he stated that he was not really sure. He noted that the student had not been able to retain information and seemed not to understand the concepts in the course. The teacher added that the student could not read "at all", but did not know whether the student was receiving any help for the reading problem. He suggested that the student has some sort of learning difficulty, but did not think he was a candidate for special education.

The student said that he found the course concepts difficult. The student tried hard to do the work, according to the teacher, but just did not have the ability to do it. He attended class every day, and sometimes asked the teacher for help, but the class was above his conceptual level. He did not mingle at all with other students, either Asian or non-Asian.

When he was asked whether he preferred taking a mainstream or a sheltered class, the student said that he preferred the sheltered class because the ESOL students could get more help from the sheltered class teacher than from a mainstream class teacher.

Description of the Student's Experience in Biology (Sheltered)

The class consisted of a review lesson on vertebrates. The teacher lectured for the first part of the lesson, and then the students worked on a review worksheet for the remainder of the class time. The student dutifully worked on the review page, asking the teacher for help every so often.

The teacher felt that the student had multiple difficulties. He noted that the student did not understand very much, did not seem to care about his work, and created behavior problems in class. He said that the student managed to pass the course only because he got help from other students with his homework, and even his tests. The teacher did not think that the student's problems were language-related: he felt that the student needed special education, and that the problems might be both mental and physical. The teacher had not mentioned the student's difficulties to anyone other than the ESOL teacher.

The student said he preferred a sheltered class to a mainstream class because the teacher was patient and helpful to ESOL students. He felt he was "doing O.K." in the course.

Description of the Student's Experience in Pre-Algebra (Mainstream)

On the day observed, the class reviewed some formulas they had worked with for homework and then did individual problems at their seats. The teacher circulated to provide help. The student seemed to be working, but he needed help from the teacher quite often.

The teacher stated that the student was not doing well, and that he needed help with every assignment. He felt that the student needed more one-on-one attention in general, not only in math. The teacher noted that during the fourth marking period the student passed only one test, and thought he probably had help on it from one of the other students. The student turned in his homework every day, but it was obvious that he had help on it from another student. The student was going to fail the course and would have to repeat it the following year or in summer school in order to get credit. The student stated that he found math concepts difficult, but wanted to do better.

Summary

This student seemed to have multiple problems which had not been addressed. He was described by all his teachers as having difficulty understanding the concepts in the courses, yet he had never been referred for special education testing. All the student's language skills were fairly poor, especially considering that he was in Level 3. However, it was not clear that the student would have done any better in Level 2; most of the teachers interviewed said that his problems did not seem to be related to language learning.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	4	10-7-74	11	Chinese (Cantonese)

Sex	Age (as of 9/91)
M	16 yrs. 11 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
China	12-14-89	7	1-10-90	1

Dates at each ESOL Level:

Level 1: Spring 1990, Fall 1990 high school

Level 2: Spring 1991, 1991-92 high school

Level 3: Spring 1991 (for one month then moved back to Level)

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	1 yr.	1 month	

Student's Daily Schedule:

1. American History (sheltered)
2. Health
3. ESOL 2 (tutorial)
4. Lunch
5. Algebra 2 (mainstream)
6. ESOL 2
7. Biology (sheltered)

First Report Period Marks:		Final Report Period Marks
American History:	80	90
Algebra 2:	88	91
Biology:	82	74
ESOL 2:	87	74
ESOL (tutorial):	90	80
Health: (Term 1)	70	70
Physical Education: (Term 2)	-	90

Family Background Factors:

The student lived with his parents, who were studying English. He had no siblings.

Background Data

This student arrived in the U.S. in December 1989 at the age of fifteen. He had seven years of schooling in China, his native country. He was initially assigned to Level 2 ESOL, but was moved back to Level 1, where he remained for Spring 1990 and Fall 1990. In Spring 1991 he was advanced to Level 3, but was returned to Level 2 after only one month. He stayed in Level 2 for the 1991-92 year; however, he took the sheltered classes which usually parallel Level 3 because teachers felt he needed the academic challenge that these classes offered.

The student was doing very well in all his courses, but his oral English proficiency was quite poor, even among his peers in Level 2. He was described by several teachers as a loner who never mingled with any of the other students, even those who spoke Cantonese, his native language. When asked in an interview whether he would like more contact with native English speakers, the student replied that native English speaking students were "O.K., but they make too much noise in the cafeteria and they don't like to study". It seemed as though he had decided he did not have much in common with them.

The student had parents who were not working at the time of the study.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History, where the teacher lectured and asked questions about the Spanish-American war. The student looked attentive, but did not volunteer to answer questions, and the teacher did not call on him. In his next class, Physical Education, he participated in calisthenics and a basketball game. He seemed a bit awkward and unsure of himself in both activities. The next class was the ESOL Level 2 Tutorial. He walked in the room and immediately began to work on a science activity. He told the teacher he wanted the room quiet so that he could concentrate on memorizing his work.

The next period was lunch, where he sat at the edge of a group of Chinese boys, but did not seem to really participate in what they were saying or doing. After lunch he went to Algebra 2, where the teacher put some formulas on the board and explained them. Then the students worked on their own. The student did not seem to have difficulty, and the teacher said his answers were correct.

In the next class, ESOL 2, the teacher used a vocabulary book from which she read a short passage. The students then worked on exercises built around the story. They did some of the exercises orally, as a class, and then worked on some individually or in small groups. The final class of the day was Sheltered Biology. The teacher passed out a diagram of a fish and told the class to label the different parts. The student worked diligently and seemed to have no trouble. The remainder of the class was a discussion of the activity, but the student did not take part at all.

Description of the Student's Experience in ESOL 2

The teacher used a vocabulary book from which she read a short passage. The students then worked on exercises built around the story. They did some of the exercises orally, as a class, and then worked on some individually or in small groups. The student worked alone without asking questions of the teacher or consulting with other students. He used his own large dictionary a great deal. He did not seem to have any difficulty with the task, and seemed involved during the whole lesson, although he did not volunteer answers during the discussion session.

The teacher noted that the student's reading and writing skills were better than his oral proficiency. She described the student as having "minimal verbal competence" for Level 2. She also remarked that since the student was shy, he did not take the opportunity to practice the language he knew. However, the student worked hard and was very conscientious . In 1992-93 he will take Level 3 ESOL, Sheltered Social Science and Sheltered Science and Technology, which are more advanced courses.

The student was satisfied with his progress in English, but said that he wanted to improve his pronunciation.

Description of the Student's Experience in American History (Sheltered)

The teacher lectured and asked questions about the Spanish-American war. The student looked attentive, but did not volunteer to answer questions, and the teacher did not call on him.

The teacher praised the student highly, and had even written a letter recommending him to the Honor Society. He stated that the student did excellent work, and was better able to answer test essay questions than most of the other students in the class. However, the student never took part in class discussions or volunteered answers. The teacher noted that he had never seen the student mix with others at all.

The student stated that he preferred taking a sheltered class to a mainstream class because he liked being with other ESOL students, and because teachers were more helpful in sheltered classes than in mainstream classes. He was comfortable with his progress in the course.

Description of the Student's Experience in Biology (Sheltered)

The teacher passed out a diagram of a fish and told the class to label the different parts. The student worked diligently and seemed to have no trouble. The remainder of the class time involved a discussion of the activity, but the student did not take part at all.

The teacher stated that the student was an average, quiet student in his class. The student did not seem to be particularly interested in the subject, and did not put forth much effort, according to the teacher, but he was not a problem. The teacher noted that the student kept to himself a lot and did not chat or mingle with other students.

The teacher said that the student would be academically ready for a mainstream class in 1992-1993, but he was not certain that it would be a good idea to mainstream the student because he seemed to be socially uncomfortable, even with students of his own language background.

When the student was asked whether he preferred a sheltered or mainstream class, he responded that he preferred the sheltered class because he liked being with other ESOL students. He also felt that teachers were more helpful in sheltered than in mainstream classes. He felt he was "doing O.K. in the class.

Description of Student's Experience in Algebra 2 (Mainstream)

The student was doing well, and the teacher reported that he would finish the year with a high B or an A. The teacher noted that he had a hard time understanding the student's spoken English, but that the student had been well prepared for the course and encountered no difficulty.

The student was satisfied with his progress in the course.

Summary

After two and a half years in the U.S., this student was doing very well in his classes, and was even recommended to the Honor Society, but he did not appear to be making a good social adjustment to his surroundings. He kept to himself most of the time, and this isolation was not helpful to his oral English proficiency, which was quite weak. Yet none of his teachers or peers seemed to take the trouble to draw him out of his shell. Although he would have been able to take mainstream classes in 1992-93 from an academic point of view, it was decided that he would take another round of (different) sheltered classes. This might have been more beneficial to him than mainstream classes from a social point of view since he seemed to need more time to become comfortable speaking English to both peers and teachers.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	5	6-2-73	11	Khmer

Sex	Age (as of 9/91)
M	18 yrs. 3 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	10-28-85	0	11-4-85	1

Dates at each ESOL Level:

Level 1: 1985-88 elementary; 1988-1989 high school

Level 2: 1989-90, high school

Level 3: 1990-91, 91-92 high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
4 yrs.	1 yr.	2 yrs.	

Student's Daily Schedule:

1. American History (sheltered)
2. ESOL 3
3. Art 1
4. Lunch
5. ESOL (tutorial)
6. Pre-Algebra (mainstream)
7. Biology (sheltered)

First Report Period Marks:		Final Report Period Marks
American History:	75	80
Pre-Algebra:	75	65
Biology:	65	65
ESOL 3:	68	68
Art 1:	90	90
ESOL (tutorial):	78	81

Family Background Factors:

The student lived with his mother and several siblings. He worked in a factory at night to help support the family.

Background Data:

This student arrived in the U.S. from Cambodia in 1985, when he was twelve years old. He was assigned to Beginning ESOL at an elementary school, and he stayed at this level for four years, including one year of high school. He was retained in seventh grade and was promoted to eighth grade by exception in 1987-88. In 1989, he entered high school at Level 2.

At the time of this study, the student was 18 years old and in grade 11, repeating Level 3 ESOL. He was doing fairly well in some subjects, but not well in others, including ESOL. The ESOL teacher felt that he was struggling academically, and not likely to go on to college.

Teachers generally felt that the student's oral proficiency was acceptable, but that his reading and writing were very poor for Level 3. However, they described him as likeable and positive, with a sunny disposition despite the hardships in his life. He seemed proud of his culture and involved with the Cambodian community. He did not seem eager to acculturate to American life, but was friendly to everyone.

The student lived with his mother and six siblings and helped support the family by working in a factory at night. He said that this meant he did not have much time to study. The family was so poor that the school sent them food baskets at Thanksgiving.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History The teacher put some review vocabulary items and some matching exercises on the board. The students worked on the exercises with their texts open while the teacher circulated to help and offer comments. The student asked the teacher several questions and seemed not to know the material very well. The next class of the day was ESOL 3. The teacher wanted the students to review some vocabulary and structures they would need to know for the final exam. The student worked by himself on some review exercises that the teacher handed out. He seemed familiar with the material, but many of the words were badly misspelled, and the sentences were poorly organized.

Art class consisted of a study period instead of a regular lesson because the teacher needed to clean up the room for the end of the year and wanted to organize his materials. Students worked quietly or chatted in small groups. The student sat with some other Cambodian students, but did not seem to be working on school assignments.

The next period was Lunch, where the student sat with other Cambodian boys. After lunch, he went to ESOL tutorial, where tutors circulated and helped whoever asked for assistance. The student seemed to be working on a history assignment for part of the period, and math for another part of the period. He worked with another Asian student on the math assignment.

In the next class, mainstream Pre-Algebra, the teacher reviewed some problems on the board and asked students to work on some new ones. The student worked with a mainstream student and occasionally asked the teacher for help.

The last class of the day was Sheltered Biology, where the teacher reviewed material on vertebrates and invertebrates. He put a diagram on the board and asked students to identify its features. Later in the lesson, the students were given review worksheets to complete individually. The student worked quietly on his own, asking a neighbor for help once in a while.

Description of the Student's Experience in ESOL 3

The student worked by himself on some review exercises that the teacher handed out. He seemed to know the material, but many of the words were badly misspelled, and the sentences were poorly organized. The teacher pointed out this error and tried to help him re-organize his sentences.

The ESOL teacher described the student as a "very likeable kid" with many personal and family problems. She felt that he was not academically prepared to take the sheltered content courses at Level 3 and that he did not make much of an effort academically. His literacy skills were very poor, she reported, but she did not mention how this problem was being addressed. She suggested that he might be learning disabled, but had not done anything to look into this possibility. The student would be promoted to ESOL 4 in 1992-93, but would continue to be assigned to sheltered courses instead of mainstream courses.

The student felt satisfied with his progress in ESOL, but wanted to improve his spelling.

Description of the Student's Experience in American History (Sheltered)

The teacher had put some review vocabulary items and some matching exercises on the board. The students worked on the exercises with their texts open while the teacher circulated to help and offer comments. The student asked the teacher several questions that seemed to be somewhat off-track. He seemed to have difficulty following the discussion of the exercise.

The teacher described the student as a hard worker who liked to participate in class and who had made good progress during the year. The teacher praised his attentiveness and consistent attendance in class. The student had been doing "C" work all year, the teacher reported, and he did not feel that the student yet merited a "B. The student had a lot of trouble with anything that involved writing. His spelling was poor, and he usually wrote words phonetically.

The student stated that he was satisfied with his progress in the course, but that he would have preferred to have taken a class with a mixture of ESOL and mainstream students.

Description of the Student's Experience in Biology (Sheltered)

On the day observed, the teacher reviewed material on vertebrates and invertebrates. He put a diagram on the board and asked students to identify its features. Later in the

lesson, the students were given review worksheets to complete individually. The student worked quietly on his own, asking a neighbor for help once in a while.

The teacher said that he respects the student very much as a person because the student is responsible and honest. However, the student was failing the course, and having a lot of difficulty with all the assignments. The teacher felt that on the one hand, the student did not push himself hard to succeed academically. On the other hand, the student may have been misplaced in a course too difficult for him. The teacher noted that the student made friends easily, and interacted with all the other students in the class.

The student said that he found this class very difficult because the teacher went too quickly and did not explain enough. He would have preferred to have taken the course with a mixture of ESOL and mainstream students.

Description of the Student's Experience in Pre-Algebra (Mainstream)

The teacher reviewed some problems on the board and asked students to work on some new ones. The student worked with a mainstream student and asked the teacher for help several times.

The teacher noted that the student had done well on some tests and poorly on others, but would probably pass by the end of the year. The student usually participated well and worked hard, but had particular difficulty understanding word problems involving percentages and ratios. He felt that the student had the potential to do better if he were given individual attention.

The student got along well with everyone in the class, both Asian and mainstream students. He reported that math was hard for him, and that he found the teacher's explanations unclear.

Summary

The student was doing acceptable work in some classes, but not doing well in others. He seemed to have a serious problem with reading and writing which was not being addressed at all, despite the fact that several teachers acknowledged this area as a difficulty for him. This student would probably benefit from some more individual attention and some intensive work on his literacy skills, either in ESOL class or in some other setting.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	6	5-4-74	10	Khmer

Sex	Age (as of 9/91)
F	17 yrs. 4 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	1-30-86	0	3-11-86	1

Dates at each ESOL Level:

Level 1: Spring 1986 to Fall 1987, elementary
Level 2: Spring 1988, elementary
Level 3: 1988-89 (needed ESOL, but did not receive it at middle school); 1989-90 middle school; 1990-92 high school
Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	½ yr.		

Student's Daily Schedule:
1. American History (sheltered)
2. ESOL 3
3. Algebra 1 (sheltered)
4. Lunch
5. ESOL (tutorial)
6. Art/Health (sheltered)
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
American History:	71	90
Algebra 1:	75	80
Science & Technology	94	83
ESOL 3:	78	85
Art:	90	90
ESOL (tutorial)	82	84
Health	-	85

Family Background Factors:
The student and her three sisters all attended the ESOL program at this school. Their mother was deceased, and they lived with their father.

Background Data

This student came to the U.S. from Cambodia in 1986 at the age of 11. She had had no previous education, and was assigned to Beginning ESOL and the fifth grade. In 1991-92, she was in Level 3 ESOL for the third time and the tenth grade. The student's ESOL teacher characterized her oral language skills as better than that of some of her peers in Level 3, although there was some discrepancy between her oral proficiency and her proficiency in reading and writing.

The student came from a family background described by one teacher as "difficult". The mother was deceased, and the father did not speak English, did not work, and was reported to have had much difficulty adjusting to life in this country. The student had three sisters, one of whom had cerebral palsy, and the student apparently shouldered a good deal of responsibility at home.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History, where the teacher reviewed material about the period of the Gold Rush in California. The student did not volunteer and was not called on. In ESOL 3, her next class, she worked with two other Asian students on an exercise where they had to classify cities, states and countries. She spoke to the other students mostly in English.

In Algebra I, her next class, she worked alone on problems the teacher had put on the board. Later in the lesson, she worked with another student. They seemed to be doing some chatting and some work.

At lunch, she sat with other Asian girls and spoke some English and some Khmer. After lunch, she went to ESOL tutorial and worked with other Cambodian girls on a history assignment. They seemed involved with the material, and occasionally asked one of the tutors for translation help. Her next class was Art, where the teacher was busy packing up for the summer, so he gave the students a study period. They mostly chatted.

The student's final class of the day was Sheltered Science and Technology. She told the teacher that she had had a hard time with the homework, and he offered to help her with it in class. He gave her some help, and then she worked on it alone while the other students were working on something else. When she finished and showed it to the teacher, he told her it was "very good." Later, in the class discussion, she volunteered several appropriate answers.

Description of the Student's Experience in ESOL 3

The student worked with two other Asian students on an exercise where they had to classify cities, states and countries. She spoke to the other students mostly in English.

The teacher stated that the student participated well in class, did her work consistently, and always came to class prepared. The student showed that she learned from the corrections made to her papers, although writing was still difficult for her. The teacher

noted that the student was not shy about speaking her mind in class, and she seemed to get along well with everyone. The student had a very positive attitude toward learning, and the teacher felt that she was ready to move to Level 4 for the 1992-93 year. The teacher also suggested that the student should consider going on to college after high school. The student said that she felt satisfied with her progress although she wanted to improve her writing and spelling in particular.

Description of the Student's Experience in American History (Sheltered)

The teacher reviewed material about the period of the Gold Rush in California. The student did not volunteer and was not called on. It was difficult to tell whether she was following the lesson or not.

The teacher noted that there had been a "great improvement" in the student's work during the course of the year she had moved from a mark of 71 at the beginning of the year to a mark of 80 by May. He felt that she spoke and read better than many of the students in the sheltered class, but that she needed to work on improving her comprehension of written material. The teacher had observed that the student interacted well with everyone, she seemed to have a positive attitude, and seemed to have adjusted well to school life. The teacher felt that the student would be able to take a mainstream class next year.

In an interview, the student would not express an opinion as to whether she preferred a sheltered or a mainstream class. She felt she was doing well in the course.

Description the Student's Experience in Science and Technology (Sheltered)

The student told the teacher that she had had a hard time with the homework, and he offered to help her with it in class. He gave her some help, and then she worked on it alone while the other students were working on something else. When she finished and showed it to the teacher, he told her it was "very good." Later, in the class discussion, she volunteered several appropriate answers.

The teacher stated that this student seemed to dislike the course, and did not have a positive attitude toward the class. Despite this, the student was doing well, and received a high "B" as a final grade. However, the teacher felt that the student could have done even better if she had tried harder. He had not noticed her interacting with students of language groups other than her own.

The student, in an interview, would not express an opinion on whether she preferred a sheltered or a mainstream class. She was satisfied with her progress in the class.

Description of the Student's Experience in Algebra (Sheltered)

The student worked alone on problems the teacher had put on the board. Later in the lesson, she worked with another student. They seemed to be doing some chatting and some work. The teacher circulated to give help.

The teacher described the student as a hard worker but too talkative. He stated that she would receive a "B" as a final mark but that she was weaker in math skills than some

others in the class, and that he had tried to give her some extra help. Her attitude toward the work was good, and the teacher noticed that she usually tried to speak English with the other students. The student said she felt "O.K." about her progress but that she did not like math in general.

Summary

This student was doing well in all her classes, although she might have received a better grade in science if she had a better attitude towards the subject and tried harder in the course. Although she came from a difficult family background, she seemed to have acculturated well to school. Her language proficiency was better than that of some other students in Level 3 ESOL, and her ESOL teacher suggested that she should try for college admission after high school.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	7	7-2-75	11	Khmer

Sex	Age (as of 9/91)
F	16 yrs. 2 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	10-16-84	6	7-2-88	4

Dates at each ESOL Level:

1984-1988 attended school in Virginia

Level 1:
Level 2:
Level 3: 1989-1992, high school
Level 4: 1988-1989, middle school

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
		3 yrs.	1 yr.

Student's Daily Schedule:
1. Art
2. ESOL 3
3. Algebra 2 (mainstream)
4. Lunch
5. ESOL (tutorial)
6. Health/Art (sheltered)
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
Algebra 2:	65	62
Science & Technology:	96	76
ESOL 3:	80	81
Art:	90	80
ESOL (tutorial):	77	80
Health (Term 1):	85	-
Art Interpretation (Term 1):	-	90

Family Background Factors:
The student lived with her mother, who did not work, and one sister. She wanted to study Cosmetology or Nursing after finishing high school.

Background Data

This Cambodian student arrived in the U.S. at the age of nine in 1984. Her records indicate that she had six years of schooling in her home country; however, this seems unlikely, considering her age of nine on arrival. She went to school in Virginia for several years, and entered a middle school in Philadelphia in 1988. She was assigned to Advanced ESOL, but was moved to ESOL Level 3 when she entered high school in 1988. She remained at Level 3 for three years including 1991-92, when the present study was conducted.

The student was doing well in most of her subjects, with the exception of Algebra 2, which she was barely passing. She noted in an interview that math was difficult for her in general.

She was described as a good student who could be even better if she worked harder. Her teachers seemed to feel that she was not academically oriented, even though she wanted to be known as a good student. She was accepting of the work in classes, but not enthusiastic. Her oral proficiency was far ahead of her reading and writing proficiency, and she tended to have difficulty with writing assignments.

While her ESOL teacher commented that the student interacted well with everyone, the Science and Technology teacher said that she interacted only with students of her own language group in his class.

The student lived with her mother, who was not employed, and her younger sister. The ESOL teacher described the student's family as pre-literate. One teacher noted that, judging from the student's clothes, the family was less well off than families of some other students.

The student said that she would like to do either Cosmetology or Nursing after high school.

Description of the Student's Day

The student's first class after Advisory was Art, where the teacher gave the class a study period because he needed to organize the room for the closing of the school year. The student mostly chatted with several other Asian students.

In the ESOL 3 class, the teacher reviewed some vocabulary for the final exam, and then students worked on some review worksheets in small groups. The student seemed to know the material fairly well. Her next class was Algebra 2, where the teacher reviewed some formulas and then had students work on problems individually. At Lunch, the student chatted with other Asian girls.

In ESOL Tutorial, the student worked on some ESOL homework with another Cambodian student. The tutors circulated and helped other students. In Physical Education, the students did some aerobic exercises and played volleyball. The student participated actively and chatted a lot with her (Asian) friends.

In the sheltered Science and Technology class, the students were given a reading assignment and were asked oral questions about it later. The student was active in responding to questions and asking questions of her own when some vocabulary items were not clear to her.

Description of the Student's Experience in ESOL 3

The teacher gave the students a vocabulary matching exercise to work on in class. The vocabulary was based on readings they done in the past several weeks. The student worked with two other Asian girls, one who spoke Khmer and one who spoke Vietnamese.

The ESOL teacher stated that the student's work had declined somewhat as the year progressed, and that she had missed a number of school days due to illness in the last marking period. She received a mark of for the end of the year. The teacher felt that the student was capable of doing good work, but was often distracted and inattentive. The student was more proficient in spoken English than in reading and writing. She had trouble with writing assignments and her spelling and handwriting were very poor for this level. She was also described as "not a skillful reader." According to the teacher, she did not seem to be academically oriented or headed toward college. She tried to be a good student, but was not motivated to excel.

The student seemed to get along with everybody, and interacted well with everyone in the class. She stated that she was satisfied with her progress in English.

Description of the Student's Experience in Social Studies

The student was not taking a social studies course in 1991-92.

Description of Student's Experience in Science and Technology (Sheltered)

The students were given an assignment to do individually in class. They needed to read part of a chapter in their text and answer oral questions about what they read. The student was asked several questions and gave answers which indicated that she had understood what she read. She also contributed several comments to the discussion and asked some vocabulary questions.

The teacher stated that the student was doing well, and would end the year with a grade of "B". She was conscientious about getting assignments done, and the teacher felt she could do even better if she made a decision to work harder. He mentioned that the student's oral proficiency was far better than her writing. She seemed to be able to read and understand the written material fairly well.

The student interacted mostly with other Cambodians, but the teacher felt that despite this, she had made a good adjustment to American school life. The teacher noted that the student could probably handle a mainstream class in the 1992-93 school year, but if she were to take another science class it would have to be Physics or Chemistry, which the teacher felt were not appropriate for the student in light of her difficulty with math.

The student was comfortable with her progress in this course. She preferred taking the sheltered class to taking a mainstream class because she felt that the teacher was more helpful to ESOL students than a mainstream teacher would be.

Description of Student's Experience in Algebra 2 (Mainstream)

The teacher reviewed several formulas. The students then spent the rest of the period working individually. The student seemed to work sporadically, talking with neighboring students frequently. The teacher occasionally stopped at her desk to give her help.

The teacher stated that the student had been doing borderline work since the beginning of the year. The student was usually conscientious in turning in her homework, but the teacher was not sure that she always did it on her own. The teacher felt that the student could have done better if she had been more motivated and if she had had more one-on-one attention. She interacted well with all the students in the class, according to the teacher.

The student felt that she was "doing O.K." in the course, but that math was hard for her in general.

Summary

This student was doing acceptable work in most of her classes, but was having difficulties with math and with writing. She did not seem particularly motivated to seek help in either area, although she tried to be conscientious about getting her work done. She seemed to have adequate oral proficiency, but her ESOL teacher and her Science and Technology teacher differed in their opinions on her reading ability. She would probably take Level 4 ESOL in 1992-93, but at the time of this study it had not been determined whether she would take mainstream classes or continue with sheltered classes.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	8	6-20-74	12	Vietnamese

Sex	Age (as of 9/91)
F	17 yrs. 2 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	9-24-85	3	10-2-85	1

Dates at each ESOL Level:

Level 1: 1985-1989, elementary school

Level 2: 1989-90, high school

Level 3: 1990-91, 1991-92 high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
4 yrs.	1 yr.	2 yrs.	

Student's Daily Schedule:
1. Math Applications (Chapter 1)
2. ESOL 3
3. Social Science (sheltered)
4. Lunch
5. ESOL (tutorial)
6. Options & Opportunities
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
Social Science:	76	70
Math Applications: Ch. 1	60	65
Science & Technology:	67	65
ESOL 3:	76	71
ESOL (tutorial):	74	70
Options & Opportunities:	85	85

Family Background Factors:
The student lived with her mother and father, who were both working.

Background Data

This student arrived in the U.S. from Vietnam at the age of eleven in 1985. She had three years of schooling in her native country. She was assigned to Beginning ESOL and remained at this level for four years. In 1991-92, she was in ESOL Level 3 for the second time and in the twelfth grade. She graduated in June 1992.

The student was described as a nice, friendly girl, but not academically oriented and not particularly motivated to do well. She seemed to slide through school by copying homework from friends, and by memorizing a minimum of material for tests.

After seven years in the ESOL program, the student's language proficiency was still quite poor for Level 3. The ESOL teacher often had difficulty communicating instructions to the student, and the student had a lot of trouble trying to express herself in English. In an interview, the student used one or two word responses, and was not able to create more complex structures.

Because the student was in twelfth grade and about to graduate, two of her teachers felt pressured to pass her even though she did not deserve to pass. Both were upset about this situation, since they felt it created a "double standard" favorable to ESOL students.

The student lived with her mother and father, who both worked. Her father worked in a fire house, and her mother sewed. A grandmother and an aunt also lived with them. The student said that she had a job lined up in a foreign car dealership for after graduation. She had gotten the job through a cousin.

Description of the Student's Day

The student's first class after Advisory was Math Applications. The class was held in the computer lab and the students worked on problems with percentages in preparation for the final exam. The student worked with another Vietnamese student, but they seemed to chat as much as they worked.

The next class was ESOL 3. The teacher reviewed a passage they had read and then asked the class to work on questions related to the passage. The student worked on her own, but did not seem to be involved in the task. She was constantly looking around for friends to chat with, possibly to provide her with answers to the questions. In her next class, Sheltered Social Science, the teacher put a number of review questions on the board for students to work on individually with their texts open.

During lunch, the student sat with a group of Vietnamese girls. After lunch, she went to ESOL 3 Tutorial, but she did not do much work. She sat with a book open in front of her, but she seemed to mostly daydream or chat with other students. The Options and Opportunities class was her next class. The students were in the computer room, finishing an assignment which involved writing letters of recommendation for other people. The student worked with two other girls and spoke Vietnamese with them for the entire period.

The teacher said that two of the girls, including the student, had finished the assignment already, so they were helping the third girl.

The last class of the day was Sheltered Science and Technology. The teacher spent the majority of class time reviewing key terminology for the final exam. The student sat with her head in her hands, as though she were tired. The teacher called on her twice, but she did not respond.

Description of the Student's Experience in ESOL 3

The teacher reviewed a passage they had read and then asked the class to work on questions related to the passage. The student worked on her own, but did not seem to be involved in the task. She was constantly looking around for friends to chat with, possibly to provide her with answers to the questions.

The teacher described the student as a nice girl, but lacking in ability and motivation, and dependent on other students' work in order to get by. Despite the fact that the student was in Level 3, she still had difficulty understanding the teacher's oral communication and directions. The teacher noted that the student had difficulty with any task that was not highly structured, anything which required independent thinking and response.

The student's oral communication was poor, and she had great difficulty answering interview questions. Her responses generally consisted of one or two word answers. She said she was satisfied with her progress in English.

Description of the Student's Experience in Social Science (Sheltered)

The teacher put a number of review questions on the board for students to work on individually with their texts open. The student worked on her own, but took every opportunity to talk with her neighbors. The teacher circulated to answer questions and reviewed all the answers in the last part of the period. The student did not volunteer to answer questions.

The teacher described the student as a nice, polite girl, but said that her grades were less than average, and that she did not expend much effort. She was able to express herself in class, but had a very casual attitude toward the course. She interacted well with everyone, the teacher noted.

The student said that she felt she would have learned more English in a mainstream course, but that she would not have wanted to study with only mainstream students. She would have preferred a mixed class of ESOL and mainstream students.

Description of the Student's Experience in Science and Technology (Sheltered)

The teacher spent the majority of class time reviewing key terminology for the final exam. The student sat with her head in her hands, as though she were tired. The teacher called on her twice, but she did not respond.

The teacher stated that the student had not done well in the course during the year, but that he felt pressured to pass her at the end of the year because she was graduating. The student did not seem to take the course seriously, and never put forth much effort. In addition, the teacher said that the student tended to copy other students' work, to the extent that it was difficult to tell which work she had done independently and which she had help with. The student also had a reading problem, and was not able to comprehend the course text adequately. The student was too talkative in class, but she seemed to interact well with everyone. Overall, the teacher felt that the student was misplaced, and should have been in Level 2.

In an interview, the student remarked that she thought she would have learned more English in a mainstream class, but that she would not have wanted to be in a class with only mainstream students. A mixed class with both ESOL and mainstream students would have been her preference.

Description of the Student's Experience Math Applications (Chapter 1)

The students worked on computers in the computer lab. They were reviewing problems on percentages for the final exam. The student worked with another Vietnamese student, and they seemed to chat a great deal. At the end of the period, they had not finished the assignment, and the teacher warned them that they needed to prepare more seriously for the final exam.

The teacher noted that this student was seriously lacking in math skills; he had given her a seventh grade diagnostic test at the beginning of the year, and she could not pass it. However, there was no other math class for her to take, since she had already taken General Math 1 and 2, so she stayed in this course. The teacher noted that the student never made a real effort to focus on the work; since the work was far beyond her skills, this is not surprising. She should have failed the course at the end of the year, but because she was about to graduate, the teacher said his "arm was twisted" by the school administration to give her a passing grade. The teacher was upset about having to do this because he felt that the student did not deserve to pass the course, and that there was a double, more favorable, standard being set for ESOL students.

The student stated that math had always been hard for her, but that she thought she could pass by the end of the year.

Summary

This student graduated from high school in June 1992 after completing seven years in the ESOL program. Although she was in Level 3 in her twelfth grade year, she still had a great deal of trouble understanding and being understood in English. She had not done particularly well in school, and two of her content area teachers would have given her failing grades had they not been pressured to pass her because she was graduating.

Either the student missed out on some essential language and math skills or she was not open to learning them. Although she has graduated, she is lacking the communication and numerical skills that would help her get ahead in society.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	9	5-10-75	11	Khmer

Sex	Age (as of 9/91)
F	16 yrs. 4 mos.

Country of Origin	Date arrived in U.S.A	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	1-30-86	3	9-14-88	2

Dates at each ESOL Level:

Level 1: No information was available for this student from 1986-1988

Level 2: 1988-89, middle school

Level 3: 1989-92, high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr.	3 yrs.	

Student's Daily Schedule:
1. Math Applications (Chapter 1)
2. ESOL 3
3. Art 1
4. Lunch
5. ESOL (tutorial)
6. Health/Art (sheltered)
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
Math Applications (Chapter 1)	68	75
Science & Technology	88	82
ESOL 3:	86	85
Art 1: (Term 2)	90	90
ESOL (tutorial):	77	78
Health: (Term 1)	75	-

Family Background Factors:
The student lived with her parents, who did not work, and three sisters.

Background Data

The student arrived in the U.S. from Cambodia in 1986 at the age of eleven. The student's record did not indicate where she was between 1986 and 1988. When she arrived in Philadelphia in 1988 she was assigned to Intermediate ESOL, and was repeating this level (Level 3) for the third year in 1991-92.

At the time of this study, the student was doing barely adequate work in some classes, while doing well in others, such as Sheltered Science and Technology and Art. Her language proficiency was average for Level 3 ESOL, although she had difficulty with pronunciation. She was going to take Level 4 ESOL and mainstream classes in 1992-93.

The student was described by teachers as not having a strong academic interest; however, she seemed to have developed the appropriate strategies for getting her assignments done.

She lived with her parents, who were not working, and three sisters. She did not know what she wanted to do after high school.

Description of the Student's Day

The student's first class after Advisory was Math Applications, where the teacher reviewed some material on percentages and averages for the final exam. The student worked on problems with another girl in their native language for most of the period. In the next class, ESOL 3, the teacher reviewed vocabulary for part of the period and had students work in pairs or small groups on a review exercise where they had to group words into categories for the remainder of the period. The student worked with two other Asian students, and they spoke some English and some Khmer. The student was fairly outspoken in this class, and volunteered several answers.

The next class was Art, where the teacher asked students to help him organize materials to be put away for the summer. The student sat and chatted with friends in her native language. The next period was lunch. The student sat with four or five Asian girls and spoke her native language.

After lunch, the student went to ESOL Tutorial, where she worked on a science assignment with two other students. They spoke English most of the time. In the next class, Sheltered Health, there was a discussion of the movie they had seen about AIDS. The student did not participate in the discussion. The last class of the day was Sheltered Science and Technology. The teacher asked students to find definitions for four different types of satellites. The student seemed to have some trouble with the assignment, and asked the teacher for help. In the discussion part of the lesson, she seemed involved and contributed several answers.

Description of the Student's Experience in ESOL 3

The teacher reviewed vocabulary for part of the period and had students work in pairs or small groups on a review exercise where they had to group words into categories for the

remainder of the period. The student worked with two other Asian students, and they spoke some English and some Khmer. The student was fairly outspoken in this class, and volunteered several answers.

The teacher felt that the student had made some progress since the beginning of the year, but could have made more progress if she had tried harder. The student did not push herself, and did not seem motivated to succeed in school. She was usually conscientious about turning in her homework. Her language proficiency was about average for Level 3, and better than that of some other students in the class.

The teacher remarked that the student tended to stay with students of her own language background rather than mixing with other ESOL students. She will move on to ESOL 4 in 1992-93 and the teacher felt she would be able to take mainstream classes.

The student was satisfied with her progress in ESOL, but felt that she needed to expand her vocabulary.

Description of the Student's Experience in Social Studies

The student was not taking a social studies class in 1991-92.

Description of the Student's Experience in Science and Technology (Sheltered)

The teacher asked students to find definitions for four different types of satellites. The student seemed to have some trouble with the assignment, and asked the teacher for help. In the discussion part of the lesson, she seemed involved and contributed several answers.

The teacher stated that the student would receive a high "B" as a final grade. She was conscientious in getting her homework done, although the teacher could tell that the student was not particularly interested in the subject. The teacher felt that the student would not have been able to take this subject in a mainstream class. The student had pronunciation problems which made it difficult for the teacher to understand her.

The student felt that she would not have been able to take a mainstream course, and preferred taking the sheltered class because "you get more help" (from teachers) in the sheltered course.

Description of the Student's Experience in Math Applications (Chapter 1)

The teacher reviewed some material on percentages and averages for the final exam. The student worked on problems with another girl in their native language for most of the period.

The teacher said that although the student would receive a C for her final grade, she was not able to think independently or to understand "anything different or out of the ordinary". The teacher felt that the student had come to the course with a poor math background, and that she had been "spoon-fed" too much in other courses.

The student said she felt she was "doing O.K." in the course.

Summary

This student had missed two or three years of schooling in her native country. By the time she finishes high school, this student will have spent five years in the ESOL program in Philadelphia. Overall, she was doing acceptable work, and did quite well in some subjects, like Sheltered Science and Technology and Art. She did not seem extremely motivated to succeed academically, but she tried to be a conscientious student. The student's language proficiency was about average for Level 3, although she had pronunciation problems which interfered with communication.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	10	11-27-74	11	Vietnamese

Sex	Age (as of 9/91)
F	16 yrs. 9 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	1987	0	9-8-87	1

Dates at each ESOL Level:

Level 1: 1987-88 and Fall 1988, elementary
Level 2: Spring 1989, elementary; 1989-91 high school
Level 3: 1991-92, high school
Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1½ yrs.	2½ yrs.	1 yr.	

Student's Daily Schedule:
1. American History (sheltered)
2. ESOL 3
3. Pre-Algebra (mainstream)
4. Lunch
5. ESOL 3 (tutorial)
6. Art/Health (sheltered)
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
American History:	78	80
Pre-Algebra:	87	96
Science & Technology:	90	83
ESOL 3:	79	81
Art (Term 1):	90	95
ESOL (tutorial):	81	86
Health (Term 2):	-	90

Family Background Factors:
The student lived with her parents, who were employed. She was the eldest of five children in the family. She would like to do secretarial training after high school.

Background Data

This student from Vietnam arrived in the U.S. at age 13 in 1987 and was assigned to Beginner ESOL at an elementary school. Her records and an interview with the student indicate that she had no previous education in her home country. In addition to Vietnamese, she speaks Cantonese. In 1991-92, she was in her fifth year of ESOL at Level 3 and the eleventh grade.

The student was doing well, and seemed to be shy and quiet. Her classes were a struggle for her, but she was persistent and motivated to succeed.

Her teachers characterized her as a diligent worker who needed a little more self-confidence and continued language support in the ESOL program. The student lived with her mother and father, who were employed, and four siblings. She would like to do secretarial training after high school.

Description of the Student's Day

The student's first class after Advisory was Sheltered American History. The class was part lecture by the teacher and part question-and-answer. The student listened quietly and seemed to be following what was going on, but she did not participate. In her next class, ESOL 3, the student worked in a small group in a vocabulary exercise. She seemed to concentrate on the work, and consulted her dictionary frequently.

The student's next class was Pre-Algebra, where she was asked to put some homework problems on the board and explain how she had done them. All answers were correct.

The next period was lunch, where the student sat with five or six other Vietnamese girls and they all chatted in Vietnamese. After lunch, the student went to ESOL Tutorial, where she worked on some math problems and then helped another girl.

The next class was Health, where students saw a movie on alcohol abuse, and then had a discussion with the teacher.

The last class of the day was Sheltered Science and Technology. The students were given a review worksheet and asked to complete it in class. The student worked quietly by herself and contributed some appropriate answers to the discussion later in the period.

Description of the Student's Experience in ESOL 3

The teacher gave the class a vocabulary assignment to work on in small groups of their choice. The student worked on the task with an Asian girl and boy. Although they were all of the same language background, they seemed to be speaking English the majority of the time. They worked diligently on the assignment the entire class period, with the teacher occasionally providing guidance. The student frequently looked up words in her English dictionary.

The ESOL teacher said that she was pleased with the student's progress and that she would receive a grade of "B" for her final grade in the course. The student was very shy,

but she gradually became more self-assured as the year progressed. She had particular trouble with writing, but was persistent and kept trying to improve. In general, she had a very positive, co-operative attitude. The teacher felt that although the student had been doing well in Level 3 ESOL, it would be best to have her repeat Level 3 in the 1992-93 year so that she could strengthen all her language skills before attempting Level 4 and mainstream classes.

The teacher noted that the student seemed to have many friends who spoke either Vietnamese or Cantonese, but she had not observed the student interacting with students who were not Asian.

In an interview, the student stated that she felt awkward with native English speakers because her English was not good enough to understand them easily or to make herself understood. She felt that she needed to improve all areas of her English proficiency.

Description of the Student's Experience in American History (Sheltered)

During the class observed, the teacher presented material about the development of the American West, and asked students questions based on their reading. The teacher's style was lively and fast-paced. Some students may have had difficulty following him. The student did not volunteer and was not called on.

The teacher noted that she had improved her grade from a "C" at the beginning of the year to a "B" at the end of the year. She was always on time to class, and always prepared. The student had some difficulty expressing her ideas in writing, although she was able to talk about them. The teacher added that although the student had done well in the sheltered course, he did not feel she would be ready to take a mainstream class in 1992-93. He recommended another sheltered class for her, if one were available.

The student said that the sheltered history class was very hard for her because "the ideas are hard". She preferred the sheltered course to a mainstream course because she felt more comfortable using her English in a class with other ESOL students. She also felt that there is more attention to individuals in the sheltered class.

Description of Student's Experience in Science and Technology (Sheltered)

During the lesson observed, the teacher handed out a worksheet based on their reading for the students to work on individually. The student sat by herself and worked diligently. Occasionally, she asked the teacher for help and she showed him her answers when she finished. She had most of the answers right. Later in the lesson, the teacher reviewed the material the class had read and the worksheets they had completed.

The teacher reported that the student did well in the class, with a solid "B" for most of the year. He described her as very shy, but very disciplined and eager to learn. He felt that she was not acculturating as quickly as some of the other ESOL students-- she interacted only with speakers of her same language background.

The teacher felt that the student would not have been able to handle a mainstream Science and Technology class in 1991-92; he was not sure whether she would be able do

well in a mainstream science class for the following year. Part of his doubt about the appropriateness of a mainstream course was due to the fact that if she were to continue with science, she would have to take a more conceptually challenging course such as Chemistry or Physics.

The student said that she thought she was doing well in the class, but that she would not have wanted to take a mainstream class this year. She felt that the small size of the sheltered class enabled the teacher to spend more time with each student.

Description of the Student's Experience in Pre-Algebra (Mainstream)

The teacher asked five students, including this student, to put their homework problems on the board and explain them to the rest of the class. The student's answers were correct. The teacher then reviewed other types of problems for the remainder of the period, and the students practiced them, either individually or in informal pairs. The student finished her problems early and the teacher asked her to help another girl.

The teacher opened his comments on this student by saying "she's a pleasure to have in class". He noted that she was doing very well in the course, and would receive an "A" for her final grade. He had observed her interacting with mainstream students as well as with Asians in the class.

The teacher mentioned that the student had some difficulties understanding word problems, but her facility with them improved over the course of the year. The student said she had always liked math and found it easy. She was satisfied with her progress.

Summary

After five years in ESOL at both the elementary and high school levels, this student was doing well in all her subject areas. This is especially significant considering that she had had no schooling prior to her arrival in the U.S. She needs continued support in the ESOL program, however, in order to bolster all her language skills and to give her the confidence to mingle more with native speakers of English.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	11	1-1-73	12	Khmer & Vietnamese

Sex	Age (as of 9/91)
F	18 yrs. 8 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	4-7-88	3	9-14-88	1

Dates at each ESOL Level:

Level 1: 1988-89, high school

Level 2: 1989-90, high school

Level 3: 1990-92, high school

Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	1 yr.	2 yrs.	

Student's Daily Schedule:

1. Math Applications (Chapter 1)
2. ESOL 3
3. Social Science (sheltered)
4. Lunch
5. ESOL (tutorial)
6. Options & Opportunities
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
Social Science:	78	78
Math Applications:	60	65
Science & Technology:	68	73
ESOL 3:	79	80
ESOL (tutorial):	74	75
Options & Opportunities:	90	90

Family Background Factors:

The student lived with her mother and father, who were not working, and four siblings. She graduated in June 1992.

Background Data

This student arrived in the U.S. from Vietnam in 1988 at the age of fifteen. According to her records, she had received only three years of schooling in her home country. In 1991-92, she was in Level 3 ESOL for the second year and the twelfth grade. She speaks both Khmer and Vietnamese, although she said she speaks Khmer more fluently and reads and writes better in Vietnamese.

The student was not particularly motivated academically, according to her teachers, and she apparently relied to a great extent on copying work from friends.

The ESOL coordinator noted that although the student had arrived with very few skills, she somehow managed to figure out the necessary strategies for getting through school. The student's English language proficiency was not well developed compared to that of other students in Level 3. She had trouble formulating sentences, and tended to speak in non-standard forms in order to communicate. In addition, she had difficulty reading the texts for her two sheltered classes.

The student socialized only with other Asian students, stating that she had had some negative experiences with mainstream students and did not want to talk with them. However, she was unwilling to describe her negative experiences.

The student lived with her mother and father, who were not employed. She had three siblings. She was undecided as to what to do after graduation.

Description of the Student's Day

The student's first class of the day was Math Applications. There was a substitute teacher who gave the class some seatwork problems involving percentages. The student chatted covertly with another girl for most of the period. The next class was ESOL 3, where the teacher presented a passage from their book and asked questions about it. The student seemed involved in the lesson and was taking notes on vocabulary, but she did not volunteer to contribute to the discussion.

The student's next class was Sheltered Social Science, where the teacher mostly lectured about civil and criminal law. He also gave the students questions to write answers to for part of the period. The student seemed to work diligently on the questions, but did not volunteer to answer them in the class discussion.

At lunch, the student sat with a small group of Asian girls who chatted in their native language. After lunch, the student went to ESOL 3 Tutorial. She was reluctant to pull out some material to study until the teacher prodded her. She eventually took out some math problems to work on, and the Khmer-speaking tutor helped her for part of the period.

The Options and Opportunities class was working on cover letters for resumes. The student sat with another Khmer-speaking girl and they worked together on a computer. They chatted as much as they worked but they finished the letter by the end of the period and handed it to the teacher.

The last class of the day was Sheltered Science and Technology. The student sat at the back of the room and did not seem interested in the lesson, which was a review of material on the earth's atmosphere. At times she put her head down on her arms and closed her eyes.

Description of the Student's Experience in ESOL 3

The teacher presented a reading comprehension exercise and reviewed the questions that went with it. The student seemed involved in the lesson and was taking notes on vocabulary, but she did not volunteer to contribute to the discussion. She kept to herself and did not chat or work with other students in the class.

The teacher described the student as "dutiful", but not motivated. She basically did whatever she needed to do in order to get by, but much of her work was copied from friends. She never contributed orally to class discussions, and was often inattentive.

The student usually produced non-standard forms of English, and had problems with grammar and with pronunciation. She was "not able to process anything new or unusual"; she always said that she did not understand when the teacher asked students to apply a concept.

In an interview, the student had a great deal of difficulty understanding the interviewer's questions, and several questions had to be repeated or re-stated more than once. This poor comprehension is unusual for a level 3 student. In addition, the student's speech was not as fluent as that of many students in level 3. She said she wanted to improve all areas of her English proficiency.

Description of the Student's Experience in Social Science (Sheltered)

The teacher lectured about distinctions between civil and criminal law. He also gave the students questions to write answers to for part of the period. The student seemed to work diligently on the questions, but did not volunteer to answer them in the class discussion. She chose to work by herself, and occasionally asked the teacher for help, but was not observed to interact much with other students in the class.

The teacher described the student as "average" and said that her mark was on the C/B border. He felt that she could do better if she worked harder, and noted that her reading and speaking skills were weak for the level of the course. She was also weak in the necessary vocabulary.

In an interview, The student did not want to express an opinion as to whether she preferred a mainstream or a sheltered class. She was content with her progress in the course.

Description of the Student's Experience in Science and Technology (Sheltered)

The student sat at the back of the room and did not seem interested in the lesson, which was a review of material on the earth's atmosphere. At times she put her head down

on her arms and closed her eyes. The teacher left her alone and did not encourage her to participate after asking if she felt well.

The teacher stated that the student was less motivated than most students, and that she did not work to her ability. She did not have trouble with the assignments, but she did not seem particularly interested in the course. The teacher did not think the student would have been able to take a mainstream class.

In an interview, the student would not express an opinion as to whether she preferred a mainstream or a sheltered class. She felt comfortable with her progress in the class.

Description of the Student's Experience in Math Applications (Chapter 1)

On the day the student was observed, there was a substitute teacher who gave the class some seatwork problems involving percentages. The student chatted covertly with another girl for most of the period. The teacher circulated and tried to get students to finish the work, but the students did not seem to take the assignment seriously.

The regular teacher noted that the student had failed every test during the year and had received a grade of 23 out of 100 on the final exam. He was angry that despite her poor performance he had been pressured into passing her because she was about to graduate. He stated that this type of favoritism was "doing a disservice to the kids".

The teacher pointed out that although the student had some math ability she did not do any independent thinking and was not able to apply the concepts taught.

The student said that math was hard for her and that she did not like it.

Summary

This student had missed at least six years of schooling in her home country. She was not very motivated, either academically or in her attainment of English proficiency. After four years in the ESOL program, she had achieved a fairly low level of proficiency in all areas of the language. In addition, she seemed to be able to get by in her classes without much participation. She relied on work copied from friends and the good will of some of her teachers to get through school. Although the student had failed her math class, the teacher was pressured to pass her, and she graduated on schedule in June 1992.

STUDENT INFORMATION FORM

School: 1 Sheltered Class : Science & Technology

Name	ID No.	Birthdate	Grade	Native Lang.
	12	3-23-72	12	Cantonese

Sex	Age (as of 9/91)
M	19 yrs. 6 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	10-86	6	Fall 1988	1

Dates at each ESOL Level:

Level 1: Fall 1988, high school (1986-1988 no records were available)
Level 2: Spring 1989, high school
Level 3: 1989-92, high school
Level 4:

No. of years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
½ yr.	½ yr.	3 yrs.	

Student's Daily Schedule:
1. Typing
2. ESOL 3
3. Social Science (sheltered)
4. Lunch
5. ESOL (tutorial)
6. Options & Opportunities
7. Science & Technology (sheltered)

First Report Period Marks:		Final Report Period Marks
Social Science:	78	80
Science & Technology:	88	83
ESOL 3:	71	70
Typing:	90	87
ESOL (tutorial):	77	78
Options & Opportunities	90	90

Family Background Factors:
The student lived with his parents, who were not working. They attended classes to learn English. He planned to attend Community College of Philadelphia in 1992-93.

Background Data

The student arrived in the U.S. at the age of fourteen in 1986. Although his family had lived in Vietnam, his native language is Cantonese. No information was available for the years between 1986-1988. He had six years of education in Vietnam, and was assigned to Level 1 ESOL when he arrived in Philadelphia in 1988. The student was in grade twelve and was repeating Level 3 ESOL for the third time at the time of the study in 1991-92.

The student was receiving good grades and was described by his teachers as a diligent worker. However, his language proficiency, particularly his oral proficiency, was poor for Level 3, and two teachers stated that the student got through his courses by cheating and copying work from friends.

Although the student felt that he would have been academically prepared to take mainstream classes in 1991-92, he stated that he preferred taking sheltered classes because he felt that students could talk in their native language and help each other.

The student had applied to several local colleges and was rejected by all of them except Community College of Philadelphia, which he planned to attend. He said that he did not know what he wanted to do eventually.

The student lived with his parents, who were not employed but attended English classes, and two younger siblings.

Description of the Student's Day

The student's first class after Advisory was Typing, where students practiced various exercises for the final exam. His next class was ESOL 3, where the teacher reviewed a vocabulary exercise that the class had done for homework, and then introduced a reading passage from their textbook. The student volunteered several appropriate answers during the vocabulary exercise. In his next class, Sheltered Social Science, the teacher gave an in-class assignment to read part of a chapter in the text and answer questions. The student worked on his own and did not interact at all with other students or with the teacher.

At lunch the student sat by himself to eat and then used the rest of the period to study in the library. After lunch, he went to the ESOL 3 Tutorial, where he worked with a group of students and the ESOL teacher on an ESOL assignment. In the Options and Opportunities class, he worked on revising the resume he had written earlier in the week. When he finished his own work, he helped another Chinese-speaking student.

The Sheltered Science and Technology class was the last class of the day. The teacher asked several students to read some passages out loud from their text. The student was called on to read a passage, and read very haltingly. However, when the teacher asked him questions about what he had read, he seemed to have understood the content.

Description of the Student's Experience in ESOL 3

The teacher reviewed a vocabulary exercise that the class had done for homework, and then introduced a reading passage from their textbook. The student volunteered several appropriate answers during the vocabulary exercise. The student had evidently prepared his homework. During the reading exercise he seemed attentive, and took notes occasionally.

The teacher noted that 1991-92 was the student's third year in ESOL 3. The student's work had been somewhat erratic. He worked hard at some things, but at other times he would copy work from other students or cheat on tests. He had difficulty understanding patterns, such as grammatical patterns, and was not able to see his own errors and revise them. However, he was more fluent in reading and writing than in speaking. His spoken English was difficult to understand in terms of both pronunciation and expression.

The teacher felt that although the student had applied to college, his language proficiency was too weak to allow him to cope with college courses. The student felt that he needed to improve all aspects of his English proficiency.

Description of the Student's Experience in Social Science (Sheltered)

The teacher gave an in-class assignment to read part of a chapter in their text and answer questions. The student worked on his own and did not interact at all with other students or with the teacher. During the subsequent discussion, the student seemed to pay attention, but did not volunteer to answer questions.

This teacher had a more positive impression of the student than did other teachers who were interviewed. He said that the student would finish the year with a high "B" as a grade. He felt that the student was very serious and diligent, and noted that his work was better than that of most students because he "writes in his own words rather than copying". This contrasts with the ESOL teacher's impression that the student copied a great deal.

The teacher felt that the student would have been able to take a mainstream class in this subject. However, the student stated that he preferred taking a sheltered class because students of the same language background could help one another. He felt that he was doing well in the course.

Description of the Student's Experience in Science and Technology (Sheltered)

The teacher asked several students to read some passages out loud from their text. The student was called on to read a passage, and read very haltingly. However, when the teacher asked him questions about what he had read, he seemed to have understood the content. The students then worked in pairs on a review worksheet for the remainder of the period.

The teacher stated that the student would receive a "B" as a final grade, and described him as an average student compared to the rest of the class. The student's

reading was "O.K.", but the teacher found the student's spoken language very difficult to understand, and thought that perhaps he should have been in Level 2 instead of Level 3.

According to the teacher, the student did not interact with other students in this class. The teacher did not feel that the student would have been able to handle the subject matter in a mainstream class.

The student expressed a preference for the sheltered class rather than a mainstream class, although he felt that he could have managed the course in a mainstream class. He liked the fact that in a sheltered class students from the same language background could work together and help each other. He was comfortable with his progress in the course.

Description of the Student's Experience in Math

The student was not taking a Math course in 1991-92.

Summary

This student had been in the ESOL program for four years and had spent three years in Level 3. He graduated in June 1992 and intended to continue his education at Community College of Philadelphia. One teacher had a positive impression of the student and his work; two other teachers felt that although he was diligent in turning in his assignments, he often relied on copying work from other students. However, he was observed to interact little with the students in his classes, so it was not clear how or when he was getting help with his work. He seemed to be a "loner" and did not interact much with other students.

The student's language proficiency was not as well developed as that of some of his peers in Level 3 ESOL. He had problems with grammar and with oral expression. His pronunciation was poor and it was difficult to understand him.

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

SCHOOL 2

Report #9316
June, 1993

SCHOOL 2

Twenty-seven Asian LEP students were selected from the five sheltered classes at this school which participated in phase 2 of this study. The case studies which are presented on the following pages represent students from two sheltered General Physical Science (GPS) classes, one sheltered General Mathematics class, one sheltered World History class and one sheltered Social Science (Economics) class. The students sampled from these classes ranged in age from 14 years to 19 years and came from Vietnam (N=10), Korea (N=5), Laos (N=4), Cambodia (N=4), China (N=2) and India (N=2). Over two thirds (nineteen) of the students had a least eight years of education before arriving in the U.S.A. and seventeen came from homes where the parents or guardians were employed oar ran businesses in Philadelphia.

The Social Science class, an advanced course, was comprised of mostly Level 4 students. Since there were only two ESOL Level 3 Asian students in this class, they were selected for intensive study as were two Level 4 students. All four students were 11th graders who had been in the ESOL program from three to six years. However, only one of these students (a Laotian student), was doing well in all of his courses. This student indicated that he would have preferred being in mainstream classes. The others were having difficulties with their course work because of language deficits and felt that sheltered classes were preferable to mainstream classes in meeting their needs.

Eleven students were selected for intensive study from the two GPS classes. Of these, seven were relatively new arrivals who had had several years of education in their home countries (Korea, India, Laos, Vietnam and China) and ranged in age from 14 to 18 years. Most were at ESOL level 3 (two at ESOL Level 2) and were doing well in their courses. Three Cambodian students were also at Level 3. Two of these students had been in the ESOL program for eight years and the third was in his second year of ESOL, but had spent four years in the Ohio School System. While he and one of the other Cambodian students were doing very well, the third often cut class and had a history of family tragedy. The only Level 4 student in the group was Chinese. He was doing well in Science and in Mathematics but having difficulty in ESOL and American History.

Unlike the other three schools, many of the Mathematics classes at this school are sheltered and most of the students in the GPS sample expressed the feeling that they could have handled Mathematics in a mainstream setting, but felt the need to be in sheltered classes in their other academic subjects. Three of the eleven students, however, did express a preference for mainstream classes in their other academic courses.

The findings from phase 2 of this study showed that both teachers of these GPS classes used non-interactive teaching methods which were not conducive to promoting language development.* In analyzing the student case studies, one of these classes

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*An Assessment of Sheltered v. Mainstream Classes in New Instructional Model Schools, 1991-1992. Report #9302.

consistently emerged as having a disruptive climate, with students throwing things at each other and being inattentive. Despite this fact, most of the Asian LEP students in this class, ignored these disruptions and were observed faithfully taking notes and paying attention to the teacher.

This on-task behavior was also noted with four of the six Asian LEP students who were selected for study from the sheltered World History class. This class was also found to be consistently unruly, but most of the Asian students seemed to be able to ignore and disruptions and get their work done. All six students were relatively new arrivals, had an average of nine years of prior schooling, and all but one were in ESOL Level 2. Despite the fact that four of these students were getting high marks in ESOL and Mathematics, only one was doing well in World History. The two remaining students were lost in Algebra, and according to the Algebra teacher should have been taking General Math. As a group, the students expressed a preference for sheltered classes, and felt they would have had difficulty keeping up in mainstream classes. Three of the six students, however, believed they could have handled mainstream Mathematics and would have preferred taking this subject in a mainstream setting.

The six students selected from the sheltered General Mathematics class (ESOL Level 2) were all new arrivals who had an average of eight years of prior schooling and all but one were from Vietnam. Teachers reported that these students were making good progress in their courses despite language difficulties. Like most of the students in the other classes they expressed a preference for sheltered classes over mainstream classes.

In sum, the majority of Asian LEP students studied at this school were relatively new to the country, had not missed years of schooling, and were progressing well despite difficulties with English. Most indicated a preference for sheltered classes because of their limited English skills.

Socially, few of these students (four) were seen interacting with non-Asian students at lunch. Not one participated in the school's extracurricular activities, and the one activity which appeared to facilitate interaction between Asian students and native English-speakers was Physical Education.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : World History

Name	ID No.	Birthdate	Grade	Native Language
	13	7-18-74	10	Korean

Sex	Age (as of 9/91)
F	17 years, 2 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	6-25-90	10 years	9-6-90	3

Dates at each ESOL Level:

Level 1:
Level 2: 1990-1991, High School
Level 3: 1991-1992, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 year	1 year	

Student's Daily Schedule:
1. General Math 2 (sheltered)
2. Biology (sheltered)
3. Physical Education (mainstream)- Term 1
3. Health Education (mainstream)- Term 2
4. Lunch
5. ESOL 3
6. ESOL 3 (tutorial)
7. World History (sheltered)

First Report Period Marks:		Final Report Period Marks
General Math 2:	88	86
Biology:	65	65
ESOL 3:	70	68
World History:	59	65
Physical Education:	75	75
Health Education	-	90

Family Background
E lived at home with her parents. Both were employed. She was the youngest in a family of six sisters.

Background Data

E was a 17 year old female student of Korean origin. She attended school for ten years in Korea. She arrived in the United States in June 1990, and was enrolled as a 9th grade high school student in the fall of that year. E was initially placed in ESOL Level 2. During the 1991-92 school year, she moved to the 10th grade at the ESOL 3 level.

E did not participate in any of the schools extracurricular activities. Her leisure time was spent watching television at home and shopping with a friend.

E lived with her parents and six sisters. Both parents were employed.

Description of the Student's Day

In General Math 2, E arrived for class on time and sat in the front row next to another Asian female student. She was well-prepared for class with a notebook and pen. She seemed highly motivated and eager to learn. When the bell rang, she hurried through the halls to get to her next class. She did not interact with any of the students she passed in the halls. She arrived on time for her next class which was Biology. In this class, she listened to the teacher's lecture and copied notes from the blackboard. She seemed positively motivated. In Health Education, she listened to the teacher's lecture and took notes.

At lunch, E sat at a table with both Asian boys and girls. She laughed a lot but never "played around". In ESOL 3, she listened to the teacher, took notes and used a dictionary occasionally. In the ESOL 3 tutorial, she talked to a Korean boy briefly at the beginning of the class, then used the remainder of the period to do her homework. The World History class was noisy because of students yelling to each other across the room. E did not participate in this activity, but spent her time doing the classwork and checking it against information in the textbook.

Description of Student in ESOL 3

E was very quiet. She never volunteered to respond to teacher questioning, but seemed to prefer to listen and take notes. She had a small dictionary which she referred to at the beginning of the period. She talked to a male Korean student briefly at the end of the period, and proceeded to her next class.

According to the teacher, E was doing very poorly in this class. There had been very little improvement since the beginning of the year. The teacher felt that academically, E had difficulty with all of the assignments because "she doesn't understand the assignment." He added that E had tremendous problems in speaking and understanding English. Because of these difficulties, she would not be able to function in a mainstream setting. He recommended that E remain in ESOL 3 in 1992-1993 to strengthen her English skills. However, he felt that her attitude toward the work in this class was good and that she was positively motivated and wanted to learn. He added that socially, E was progressing nicely. She socialized with both Asian and non-Asian students in her class.

E said she was passing this subject (C average) but was not satisfied with the progress she had made. She felt that the homework was "hard", and that the vocabulary terms used in class were too difficult for her to understand.

Description of Student in General Math 2 (Sheltered)

E seemed to enjoy this class very much. She was less reserved and appeared highly motivated. She listened intently to the teacher's explanations on how to solve the various problems, took a lot of notes, did the written classwork and had her homework ready to be inspected by the teacher. Although she appeared to enjoy the class activities, she never raised her hand to participate in these activities, which included solving problems on the blackboard.

According to the teacher, E was a very bright student and doing very well in this class. He did not feel that there were any types of assignment or language difficulties that posed unusual problems for her. He added that E's academic achievement and social acculturation had proceeded well and that she could have possibly handled this course in a mainstream class.

E was very pleased with the progress she had made in this subject (A average). She felt that she could have taken this subject in a mainstream class if it was "pure mathematics with no English added".

Description of Student in World History (Sheltered)

E displayed a positive attitude toward this class. She listened to the teacher's instructions and took notes. She seemed to be more quiet and intense in this class. This may have been due to a group of unruly students who constantly shouted to each other across the room and threw objects when the teacher's back was turned. She never raised her hand to participate in oral class activities. Also, she never spoke or interacted in any way with the students in this class. She did her classwork and turned in completed homework assignments.

The teacher felt that E's academic performance in his class had not been good. He indicated that E had problems in reading, speaking and understanding English. These weaknesses made it difficult for her to do well on quizzes and tests. In general, he felt that her academic achievement had been poor, while her social acculturation was fair since she got along well with everyone. He felt that her attitude toward the work in this class was good.

E was totally dissatisfied with the progress she had made in this course (F average). She stated that the subject was very hard because she did not understand the vocabulary terms used. She felt that she could not have taken this class with mainstream students because of her limited English skills.

Description of Student in Biology (Sheltered)

E seemed more at ease in this class. It was highly structured and taught by a no-nonsense teacher. E listened intently to the teacher, copied notes from the blackboard, but would not raise her hand to participate in oral class activities. However, she seemed highly motivated by the activities in this class.

According to the teacher, E was doing poorly in this class. He felt that all of the assignments posed difficulties for E because she lacked the basic English language skills. He

added that there had been no academic progress and no social acculturation because of her inability to properly communicate with non-Asian peers.

E felt that she had made some progress in this class (C-D) average. She added that it was her inability to understand the terminology that made the subject so difficult for her. She did not feel that she could have taken this class with mainstream students because of her limited English skills.

Summary

E was a 17 year old female student of Korean origin. She arrived in the United States in June 1990, after completing 10 years of education in her native country, Korea. In the 1990-1991 school year she was enrolled as a 9th high school grade student at the ESOL 2 level. The following year she moved to the 10th grade and was placed at the ESOL 3 level.

Observations and teacher interviews suggested that E was a quiet, motivated, hardworking student whose attitude toward her classes and learning in general was very positive. Three of her academic teachers (ESOL 3, World History and Biology) stated that E was doing poorly in their classes. They felt that her very limited English skills were to blame. Her weakest areas were in English speaking and comprehension. The ESOL 3 teacher indicated that E should remain in ESOL 3 for another year to strengthen her English skills. Only the General Math 2 teacher felt that E's academic achievement had been very good and that she could have handled this subject in a mainstream class. Most of her teachers felt that E's social acculturation had proceeded well since she interacted positively with both Asian and non-Asian students.

E was not totally satisfied with the progress she had made in English. She was aware of her limited English skills and felt that work was needed to improve these skills, especially in reading. However, she did not attend the after-school tutorial program or seek help elsewhere. E felt that because of her A average in mathematics, she could have taken this class at the mainstream level. She did not feel that she could have taken Biology and World History with mainstream students.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: World History

Name	ID No.	Birthdate	Grade	Native Lang.
	14	9-8-72	9	Khmer

Sex	Age (as of 9/91)
M	19 years

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	1-7-91	7 3 yrs. in Thailand	2-22-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 2-91 to 6-91 High School; 1991-1992 High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1.4 yrs.		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered) - Term 2
4. Lunch
5. General Mathematics 2 (sheltered)
6. Biology (sheltered)
7. World History (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	80	80
General Mathematics 2	76	78
Biology:	71	73
World History:	63	62
Physical Education:	90	90
Humanities:	-	75

Family Background Factors:
C lived with his parents and four siblings. Both parents were unemployed.

Background Data

C was a 19 year old male Cambodian student. He entered the United States early in 1991 and enrolled as a 9th grade high school student. He was placed in the ESOL program at Level 2. He remained in the same grade and ESOL level during the 1991-92 school year. Before coming to the U.S., C attended school for 10 years in his native Cambodia and in Thailand.

C did not participate in the school's extracurricular activities. However, he did attend an after-school tutorial program. He enjoyed playing soccer and watching television shows.

C lived with his parents and four siblings. Both parents were unemployed.

Description of Student's Day

In ESOL 2, C sat in the rear of the class. He was very quiet and did not interact with his fellow students. He listened intently to the teacher's lecture and raised his hand occasionally to respond to the teacher's questioning. In the ESOL tutorial period, he received help from the tutor for the entire period. C walked rapidly to his next class, Humanities. He said nothing to the students he passed in the hall. He arrived before the late bell and sat in the rear of the class. C took notes and listened to the teacher talk about Family Trees. At lunch, he sat at a table with other Asian boys and girls. He seemed more relaxed and talked to some of the people sitting near him.

In General Mathematics 2, C seemed highly motivated. He raised his hand constantly to answer the problems on the blackboard. For the first time, he was observed talking to two Asian students sitting near him. In Biology, he again sat in the rear of the class and listened to the teacher's lecture. He seemed confused by the terms on the blackboard, but copied them in his notebook. In World History, the class was noisy and unruly. C did not seem to be affected by the confusion in the class. He appeared to enjoy the topic being taught (North American Indians). However, he never raised his hand to respond to the teacher's questioning.

Description of Student In ESOL 2

C sat in the rear of the class. He listened to the teacher, took notes and seemed interested in the topic being discussed, Family Trees, which was also discussed by the same teacher in his Humanities class. He was well prepared for class with notebook and pens. He made notes of nearly everything that the teacher said. However, he never raised his hand to respond to the teacher's questions.

The teacher felt that C was progressively doing better (B average). She did not feel that his language difficulties were severe enough to prevent him from accomplishing the work needed to pass this course. However, she did admit that C was having difficulty expressing himself in English as well as writing grammatically correct sentences. His academic achievement and social acculturation were proceeding well. She did not feel that C was ready for mainstream classes.

C was only partially pleased with the progress he had made in this subject. He felt that work was still needed to improve his English skills.

Description of Student in General Mathematics 2 (Sheltered)

C seemed to enjoy this class and fully participated in the oral activities, despite his limited English speaking skills. He raised his hand often in response to the teacher's questions. He volunteered constantly to solve the problems on the backboard. Also, he interacted more positively with his fellow students than in his other classes (discussing solutions to the problems and sharing answers).

The teacher indicated that C's work was "above average". In spite of C's English comprehension and writing difficulties, the teacher felt that he would successfully pass this course. He added that academically, C had progressed "fairly well" and that he had grown socially, in spite of his shyness. The teacher did not feel that C could have handled this subject in a mainstream class.

C was neither satisfied nor pleased with the progress he had made in this subject. He felt that he had done "O.K., not good, not bad." However, he did not feel that he could have taken this class with mainstream students.

Description of Student in World History (Sheltered)

C seemed to be very interested in the topic being discussed by the teacher (North American Indians). He took a lot of notes, opened his textbook to the assigned section and completed his classwork. He did not interact with any of the students in this class or participate in any of the oral class activities.

The teacher indicated that academically, C was not progressing well in this class. According to the teacher, C had trouble passing quizzes and major tests. He felt that this was due to C's limited English comprehension, speaking and reading skills. However, his social acculturation was proceeding "all right", the teacher added. He did not feel that C was ready for mainstream subjects.

C was not satisfied with the progress he had made in this subject. He felt that the lack of progress was due to his limited English writing skills and his unfamiliarity with the vocabulary used in this subject. He did not feel that he could have taken this class with mainstream students.

Description of Student in Biology (Sheltered)

C seemed to enjoy this class. He completed a diagram of an earthworm and copied notes from the blackboard (the topic was Annelid worms). However, he seemed confused by the vocabulary terms on the backboard, but continued to copy them in his notebook. He never raised his hand to ask questions or respond to questions from the teacher.

The teacher indicated that C was doing well in this class. He performed well in groups, but was having difficulty passing tests. She felt that this was due to C's limited English skills rather than to his knowledge of the subject. The teacher added that C's

academic progress and social acculturation had proceeded at an "average pace". She did not feel that C could have handled this subject in a mainstream class.

C was neither satisfied nor displeased with the progress he had made in this subject. He felt that he had done "O.K. However, he did not feel that he could have taken this class with mainstream students.

Summary

C was a 19 year old, male student of Cambodian origin who entered the United States in early 1991. He enrolled as a 9th grade high school student. He was placed in the ESOL program at Level 2, and remained at this level in the 1991-1992 year. Before coming to the U.S., C completed 10 years of schooling in Cambodia and Thailand.

Evaluator's observations and teacher interviews suggested that C was a quiet, shy and highly motivated student. His teachers described him as hardworking and having a positive attitude toward their classes. All of his teachers felt that C's main difficulty was his limited English skills, especially in comprehension and speaking. With the exception of the World History teacher, they felt that C's social acculturation had proceeded well, in spite of his shyness. They also felt that C could not have handled their subjects in mainstream classes.

C was only partially satisfied with the progress he had made in his academic subjects. He felt that he needed to improve all of his English skills. He failed World History in the final report period and did not feel that he could have taken any of his academic subjects at the mainstream level.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: World History

Name	ID No.	Birthdate	Grade	Native Lang.
	15	3-14-74	9	Vietnamese

Sex	Age (as of 9/91)
M	17 years, 6 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	2-20-91	9	4-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 4-91 to 6-91, High School; 1991-1992, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1.2 yrs.		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered) - Term 2
4. Lunch
5. General Mathematics 2
6. Biology (sheltered)
7. World History (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	80	85
General Mathematics 2	93	95
Biology:	73	68
World History:	59	61
Physical Education:	90	90
Humanities:	-	80

Family Background Factors:
K lived with his parents and two siblings. His father was employed, and his mother was a homemaker.

Background Data

K was a 17 year old male student of Vietnamese origin. He entered the United States in 2/91 and was enrolled as a 9th grade high school student in 4/91. K was placed in the ESOL program at Level 2. He remained in the same grade at the ESOL 2 level during the 1991-92 school year. Before coming to the U.S., K attended school for 9 years in Vietnam.

K did not participate in the school's extracurricular activities or after-school tutorial program. His spare time was spent playing soccer with friends and watching television.

K lived with his parents and two siblings. His father was employed while his mother remained at home.

Description of Student's Day

Before the beginning of ESOL 3, K stopped in the hall to talk to some friends. He proceeded to the classroom where he continued to talk to friends. However, once the class started, K concentrated on what was being taught and took notes. In the ESOL tutorial class, he spent the entire period talking to an Asian female student. In Humanities, he talked a lot to other students, but finally settled down and listened to the teacher's lecture. At lunch, he ate with a group of Asian boys. He "played around" a lot and talked constantly during the entire lunch period.

In General Mathematics 2, there was a complete change in behavior. K spent the entire period concentrating on what was being taught and raising his hand to answer the teacher's questions. In Biology, K was quiet, took notes and appeared interested in what was being taught. No "playing around" or excessive talking was observed in this class. In World History, K took no notes and seemed totally "turned off" by this class. He talked and "played around" for most of the period.

Description of Student in ESOL 2

K talked a lot to his friends. However, he found time to copy notes from the blackboard and participated in the class discussions. He appeared to have established a good rapport with the teacher. He completed his classwork and seemed to enjoy the topic under discussion (Family Trees).

The teacher felt that K was doing very well in this class. She felt that he was able to complete and understand all of the work assigned and that he had no language problems which would interfere with his completion of the work. His average mark in the class was a B. She also added that she felt he was properly placed at the ESOL 2 level and that he could not have handled mainstream classes. She felt that K's academic progress and social acculturation had proceeded well. He interacted positively with both Asian and non-Asian students.

K was satisfied with the progress he had made in this class.

Description of Student in General Mathematics 2 (Sheltered)

K talked very little in this class. He spent his time concentrating on the teacher's explanation of how to solve word problems. He took a lot of notes and volunteered to solve the problems on the blackboard. He seemed completely confident in his mathematics abilities.

The teacher indicated that K was doing very well in this class (A average). His work was constantly improving. K's only difficulty, according to the teacher, was his limited English writing skills. However, this difficulty did not prevent him from accomplishing the work needed for this course. The teacher felt that K's academic achievement and social acculturation had proceeded so well and that he would now be able to handle this subject in a mainstream class.

K was satisfied with the progress he had made in this subject. He felt that he could have taken this class with mainstream students.

Description of Student in World History (Sheltered)

The class was noisy, the students unruly, and K contributed to this confusion by constantly talking and "playing around". However, he eventually calmed down and started doing his classwork. K did not seem interested in the teaching and other class activities. His motivational level appeared very low. He never raised his hand to answer teacher questions or participate in oral discussions. He finished his classwork and gave it to the teacher at the end of the period.

The teacher indicated that K's academic achievement was below average. He had difficulty passing tests and quizzes. According to the teacher, this difficulty could have been due to K's weak English comprehension and reading skills. He did not feel that K could have handled this subject in a mainstream class. Socially, the teacher felt that K was progressing "O.K." since he interacted positively with both Asian and non-Asian students.

K was not satisfied with the progress he had made in this subject. He had problems understanding English questions. He did not feel that he could have taken this class with mainstream students.

Description of Student in Biology (Sheltered)

The class was highly structured with a no-nonsense teacher. K was well-behaved and followed the teacher's instructions. He did his classwork, volunteered to answer the teacher's questions and appeared interested and motivated.

The teacher felt that K was doing average work in this class. She felt that he was capable of doing better work, but was lazy and uncaring at times. She did not feel that there were any assignments that posed difficulties for K, nor was he handicapped by language problems which would keep him from accomplishing the work needed for this subject. She stated that K could have handled this subject in a mainstream class. She added that his academic progress and social acculturation had proceeded "positively".

K felt that he had done "O.K." in this course, but was not totally satisfied with the progress he had made. He stated that he had a problem understanding the questions asked in this subject. He did not feel that he could have taken this class with mainstream students.

Summary

K was a 17 year old, male student of Vietnamese origin who entered the United States in early 1991. He enrolled as a 9th grade high school student, and was placed in the ESOL program at Level 2. Before entering the United States, K had completed nine years of schooling in Vietnam.

Observations suggested that K was an outgoing, very talkative, active young man who appeared to take his academic subjects with minimum seriousness, preferring to socialize with his peers instead.

Most of the teachers interviewed (ESOL 2, General Mathematics 2, and Biology) felt that K's academic achievement had progressed well. The World History teacher, on the other hand, felt that K had made no progress in his class and that K was having difficulty with English writing and comprehension. All of the teachers agreed that K's social acculturation had proceeded positively, since he tended to get along well with both his Asian and non-Asian peers. Two of the teachers (General Mathematics 2 and Biology) felt that K could have handled their subjects in mainstream classes.

K was satisfied with the progress he had made in ESOL 2 and General Mathematics 2. He was partially satisfied with his progress in Biology and dissatisfied with the lack of progress he had made in World History. He blamed his limited English comprehension skills for the problems he experienced in his Biology and History courses. He failed World History in the final report period. General Math 2 was the only academic class he felt he could have handled in a mainstream setting.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : World History

Name	ID No.	Birthdate	Grade	Native Lang.
	16	12-15-77	9	Vietnamese

Sex	Age (as of 9/91)
F	13 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	8-22-91	8 years	9-91	1

Dates at each ESOL Level:

Level 1: 9-91 to 11-91, High School
Level 2: 11-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
2 months	8 months		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Humanities (sheltered)-Term 1
3. Physical Education (mainstream)-Term 2
4. Lunch
5. General Physical Science (sheltered)
6. Algebra 1 (sheltered)
7. World History (sheltered)

Second Report Period Marks:		Final Report Period Marks
ESOL	90	90
General Physical Science	93	80
Algebra 1	90	93
World History	81	90
Humanities	93	93
Physical Education	-	90

Family Background Factors:
Both parents were unemployed and on welfare. They were refugees from Vietnam.

Background Data

L was a 13 year old, female student of Vietnamese origin who entered the United States in 8/91 with her parents. Prior to coming to the U.S., she had attended schools in the Philippines and Malaysia for eight years. She entered high school in the ninth grade where she was placed in ESOL 1. After two months, L transferred to another high school as a 9th grade student at the ESOL 2 level.

L was a good student (mostly A's & B's), quiet, well-behaved and liked by both teacher and peers. Although she was not involved in the school's extracurricular activities, she did attend an after-school tutorial program (at the same school) twice a week to become more proficient in English. Her leisure time was usually spent alone, reading English stories, watching television, cleaning the house and doing homework.

Both parents were unemployed and the family was on welfare. L aspired to attend college after she finished high school.

Description of Student's Day

L sat in the front of her ESOL 2 class with her friend, an Asian girl. She was very quiet, listened to the teacher who was reading from Shakespeare's Macbeth. She took notes and seemed well-motivated. In the tutorial period, she worked on her homework assignment and occasionally talked softly with her friend about the assignment. In Physical Education, she played volleyball with her peers and interacted well with both Asian and non-Asian girls. At lunch, she was observed sitting at a table with all Asian girls. Again, she interacted very well with her peers.

In General Physical Science, L sat in the front of the class. She displayed good attention/concentration skills, took, notes and listened intently to the teacher as he lectured and demonstrated the principles of acceleration and force. In World History, L displayed the same behavior pattern. Namely, being very quiet, listening intently to the teacher, and taking a lot of notes (The Roman Empire). L appeared more aggressive in Algebra 1 than in any of her other classes. She recited in unison some mathematical principles with the rest of the class and volunteered to solve problems on the blackboard. (This was the first time she was observed volunteering and taking an active role in the class activities).

She was observed quietly talking to other Asian girls before and after classes. She arrived promptly for all of her classes and was never observed being late.

Description of Student in ESOL 2

L sat in the front of the class. She shared a table with an Asian female student. They appeared to get along well together. She was very quiet and listened to the teacher talk about proper letter writing. She took notes, and seemed well prepared for this class. However, she never participated in oral class activities, but responded to direct questioning by the teacher.

The ESOL teacher reported that L was a very good student who had made excellent progress. She added that she did well with all types of assignments and that there were no

language difficulties that would prevent her from accomplishing the work needed for this course. In fact, the teacher felt that she should be in ESOL 3 or in a transition class because of her superior abilities. She also added that L's social acculturation was proceeding well. L got along with both Asian and non-Asian students.

When questioned about her progress in ESOL 2, L responded that she felt progress was being made. However, she added that she was not satisfied with the progress she was making in learning English. She felt that she needed more instruction in all of her English skills.

Description of Student in Algebra 1 (Sheltered)

L was more aggressive and less inhibited in this class. She volunteered to solve algebra problems on the blackboard and recited some algebraic principles in unison with the rest of the class. L seemed to enjoy doing the written classwork and appeared to have an overall positive attitude toward this class.

According to the teacher, L was doing excellent work. Her homework, classwork and tests were of the highest quality. They only problem she might be experiencing was not being able to fully understand some of the instructions in English. However, according to the teacher, this had not prevented her from accomplishing the work needed to successfully pass the course. The teacher felt that L was a highly motivated and hard working student who might have been able to handle this subject in a mainstream class. She also added that L was a very likeable young woman who got along well with her Asian as well as non-Asian peers.

L felt that the math course was too easy and did not offer her a challenge. She indicated that she would have preferred to take the course with regular students instead of ESOL students because it would have been more challenging and competitive.

Description of Student in World History (Sheltered)

L sat in the middle of the class, alone. She was not sitting with her friends as in the other classes observed. Her attention and concentration skills were excellent. She made a note of everything the teacher said. She seemed to have a good understanding of spoken English. She was well prepared with notebook, pen and textbook. However, she never volunteered or responded to teacher questioning during the observation. When the teacher returned the class test papers, she received a B+.

According to her teacher, L was doing "pretty well" (B average). The only assignment that seemed difficult for her were the tests, probably because of the written English. However, she did well on the quizzes. The teacher did not feel that language difficulties would prevent L from accomplishing the work needed to satisfactorily complete the course. He felt that she had a very positive attitude toward her work, showed good academic achievement and social acculturation and got along well with both Asian and non-Asian students. He added that he felt she was correctly placed at the ESOL 2 level as well as in a sheltered history class.

L was not satisfied with the progress she was making in this course. She felt that she could have learned more if she had been in a mainstream class.

Description of Student in General Physical Science (Sheltered)

L sat near the front of the class. Her behavior in this class was very similar to that displayed in her other academic classes. Namely, attentive to the teacher's instructions, took good notes and turned in completed homework and classwork assignments. She did not raise her hand to answer questions or take an active role in the class activities during the observation. However, she seemed positively motivated, and interested in what was being taught (principles of acceleration and force).

According to the teacher, her grades had improved since the last report period and she was doing very well in this class (B average). The teacher added that assignments requiring oral presentations were most difficult for her. Although, the teacher felt that L was acculturating well both academically and socially, he felt that she could not have handled this course in a mainstream class. In closing, he added that L was well motivated, a hard worker, did work for extra credit and got along well with all students, both Asian and non-Asian.

L was not satisfied with the progress she had made in this class. She felt that the course was difficult, mainly because of the terminology that was used. She added that she was not ready to take a science course with regular students.

Summary

L, a 13 year old female from Vietnam, entered the U.S. in 8/91. One month later she enrolled in the 9th grade and at the ESOL 1 level. She transferred to another high school in 11/91 and was placed at the ESOL 2 level. Prior to entering the U.S., L attended schools in Malaysia and the Philippines for eight years.

Observations by the evaluator and the teacher interviews indicated that L was a highly motivated, hard working student who was performing at the A to B grade levels in her academic classes. Her ESOL and Algebra teachers felt that she could have handled their courses in a mainstream class. Her World History and General Physical Science teachers felt that she was properly placed in sheltered courses, because of her limitations in the English language. They felt that her placement at the ESOL 2 level most nearly met her academic needs. All of her teachers felt that L had displayed good academic as well as social progress during the year.

L was satisfied with the progress she had made in Algebra 1, but not in the other subjects. However, she indicated a preference for mainstream classes in Math and History. She felt that her English skills were not good and that she needed more instruction in grammar, vocabulary and reading/writing skills.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : World History

Name	ID No.	Birthdate	Grade	Native Lang.
	17	6-15-74	9	Hmong

Sex	Age (as of 9/91)
M	17 years, 3 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Laos	9-17-91	3 years 6 years in Thailand	11-5-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 11-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	7 months		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Humanities (sheltered)-Term 1
3. Physical Education (mainstream)-Term 2
4. Lunch
5. General Physical Science (sheltered)
6. Algebra 1 (sheltered)
7. World History (sheltered)

Second Report Period Marks:		Final Report Period Marks
ESOL 2	80	80
General Physical Science	W	65
Algebra 1	W	W
World History	48	58
Humanities	72	72
Physical Education	-	90

Family Background Factors:
C's family consisted of his parents, three brothers and two sisters. He was the second youngest in his family. Both of his parents were unemployed and only spoke Hmong. The family was supported by one of the older brothers.

Background Data

V was a 17 year old, male student who was born in Laos. He entered the United States in September, 1991 and enrolled in the Philadelphia School System as a ninth grade student at the ESOL 2 level. Prior to entering the U.S., V attended school for 3 years in Laos and 6 years in Thailand.

V's family consisted of a mother, a father, three brothers and two sisters. His parents were unemployed and spoke only Hmong. One of V's older brothers worked to support the family. English was spoken by one of the brothers and the brother's wife.

Description of Student's Day

V was first observed in Advisory where he was talking to a male Asian student. However, when the daily announcements were made he stopped talking, took his seat and listened quietly. In ESOL 2, he appeared to be the model student, quiet, interested in what was being taught, took notes and appeared highly motivated. In Physical Education, V played basketball with Asian boys. He appeared to get along well with all of them, talking and laughing spontaneously. At lunch, V ate at a table with all Asian boys and girls. He was smiling and at ease. He interacted well in a quiet way. In General Physical Science, V sat in the front of the class where the teacher was demonstrating the principles of acceleration and force. He seemed very interested in what was taking place and copied notes from the blackboard. As in all of his academic classes, he was quiet and well behaved. In Algebra 1, V seemed completely bewildered by the subject matter. He took notes but appeared very frustrated. He did not turn in homework or ask the teacher for help. He sat quietly at his desk the entire period. In World History, he took notes, listened to the teacher, had his textbook opened to the lesson for the day and basically seemed to comprehend and enjoy the lesson (The Roman Empire).

V liked to talk with other Asian boys between classes, but it was done quietly and quickly, since he was never late for any of his classes. One characteristic observed in all of V's classes was his reluctance to raise his hand to respond to the teacher's questions or participate in any oral class activities.

Description of Student in ESOL 2

V took notes, listened intently to the teacher, was well-prepared with notebook and pen and had homework to pass in. He seemed genuinely motivated and interested in what was being taught (writing exercises, sentence structure). Although the following class, the ESOL tutorial, was noisy with students exchanging information, and the tutors and teacher circulating through the class providing individual help, V remained quiet and spent the entire period working alone in his notebook.

His teacher felt that V was doing well (80 average). She added that the assignments which seemed to give him the most difficulty were those involving oral English. According to the teacher, V had a lot of difficulty expressing himself in the English language. The teacher felt that he was placed in the appropriate ESOL level and that he could not have handled mainstream courses.

V felt that he was doing "O.K." in this class. However, he felt that he had made little progress in English since being in ESOL. He felt that he needed help in all of his English skills.

Description of Student in Algebra 1 (Sheltered)

V seemed bewildered and confused by the algebra problems on the board. He took notes, but didn't turn in homework. V attempted to do the classwork problems on his own. He finally received help from the teacher who circulated through the class.

According to the teacher, V was placed in Algebra 1 instead of General Math 1 because all of the General Mathematic classes were filled when he enrolled in 11/91. The teacher added that V was getting nothing out of the class since the assignments were too difficult for him (classwork, homework, tests, etc.). She added that V was a well-behaved student who got along well with his teachers and his peers.

When V was interviewed, he stated that he was not satisfied with the progress he was making in this class. He was unable to understand the work, although he tried. He did not feel that he could have taken this subject in a mainstream class.

Description of Student in World History (Sheltered)

V was very quiet and listened intently to the teacher. Basically, V seemed to be a quiet, conscientious student who tried to absorb whatever was being taught (in this case, the Roman Empire). He took notes, listened to the teacher, and had homework ready to pass in. However, he was never observed raising his hand to participate in any of the oral class activities.

The teacher felt that V was not improving (he had failed the course in the second marking period). According to the teacher, V had difficulty passing major tests and quizzes. His inability to comprehend important facts was keeping him from accomplishing the work needed to pass the course. The teacher also felt that V's academic progress had been poor, although he seemed to have a positive attitude toward his school work. Socially, the acculturation had "not been bad". He got along well with both his Asian and non-Asian peers, according to the teacher.

V stated that he was not satisfied with the progress he was making in this course. He felt that the work was too hard and he had trouble understanding the vocabulary. He did not feel that he could have taken this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

V was very quiet, as usual. He took notes, listened to the teacher and displayed excellent attention and concentration skills. He seemed to be genuinely interested in what was being taught (Acceleration and Force). He had his homework ready to be checked by the teacher. As in his other academic classes, V never raised his hand to participate in class discussions.

According to the teacher, V was a fair student. He projected V's final mark to be a C or D. This was an improvement over the W (withheld mark) he received for the second marking period. The teacher added that the assignments involving oral presentations (using English vocabulary) were very difficult for V. However, he felt that this would not prevent V from accomplishing the work needed to pass the course. He felt that V was highly motivated to succeed, had a good attitude toward his work and tried to do well. V was acculturating positively in both the academic and social areas, the teacher added.

V stated that he was not satisfied with the progress he was making in the course. He did not feel that he could have taken this subject in a mainstream class.

Summary

V was a 17 year old male student of Laotian background who had recently enrolled as a 9th grade, high school student at the ESOL 2 level.

Observations indicated that V was a quiet, conscientious, well-motivated student who tried hard to succeed in all of his classes. He was a smiling, friendly young man who appeared to get along well with both his teachers and his peers.

All of V's teachers agreed that he was a hard-working student, positively motivated who tried hard to do the work needed to successfully complete the courses. They also agreed that sheltered class placement was the correct choice since V would not have been able to handle their courses in a mainstream setting because of his poor English skills. The ESOL teacher felt that V was correctly placed at the ESOL 2 level since he was performing well in ESOL and had displayed continuous improvement. Despite this fact, V was having great difficulty with World History and failed the subject because he was unable to comprehend important facts. The Algebra teacher indicated that V was completely out of place in her class. He was failing the course because he did not understand basic mathematic principles. She added that he should have been placed in a General Math 1 class where he could have learned these principles. However, his General Physical Science teacher felt that V had improved since the last marking period and would pass the course.

V was not satisfied with the progress he had made in any of his classes. He felt that his difficulties with English were preventing him from accomplishing the work needed for successful completion of these subjects. He did not feel that he could have handled any of his academic subjects in mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: World History

Name	ID No.	Birthdate	Grade	Native Lang.
	18	12-19-75	9	Vietnamese

Sex	Age (as of 9/91)
M	15 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	9-26-91	10	10-23-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 10-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Humanities (sheltered)-Term 1
3. Physical Education (mainstream)-Term 2
4. Lunch
5. General Physical Science (sheltered)
6. Algebra 1 (sheltered)
7. World History (sheltered)

	Second Report Period Marks:	Final Report Period Marks
ESOL 2:	10	W
General Physical Science:	W	68
Algebra 1:	W	W
World History:	W	66
Humanities:	65	65
Physical Education:	-	90

Family Background Factors:
Both parents were refugees and unemployed.

Background Data

T was a 16 year old male student from Vietnam who had been in the U.S.A. for less than a year. He attended school for ten years in Vietnam and when he came to the U.S.A. in 9/91, he entered high school at the 9th grade, ESOL 2 level.

Because he was experiencing academic problems in all of his major courses, T attended an after-school tutorial program to improve his English and academic skills. He appeared to be an outgoing young man who socialized with both Asian and non-Asian students and enjoyed playing tennis, lifting weights, and learning the martial arts. T was part of an intact family, and had one younger brother and three older sisters. His mother and father were unemployed and spoke no English.

Description of Student's Day

In the ESOL class, T seemed bored and disinterested with the class activities (letter writing). He preferred to talk and "played around" with some of his fellow students rather than do his classwork and listen to instructions from the teacher. He was prepared with notebook and pen, but rarely used them. He did not pass in the homework assignment. The same type of behavior was observed in the tutorial class, where he talked to friends and did no work. He talked a lot before and after class. He also liked to "play around" in the hallways between classes. He seemed to enjoy Physical Education, playing basketball with Asian and non-Asian boys. He interacted very well with both groups. During lunch, he was the center of attention at his table, since he liked to talk a lot and "play around". He ate at a table with all Asian boys.

In General Physical Science, T seemed to be having difficulty understanding what was being taught (Acceleration and Force). There was a bilingual tutor present who helped him with his classwork for most of the period. In Algebra 1, T did not seem to understand the teacher's instructions or the problems on the board (Algebraic equations). However, he was very quiet in this class and did attempt to do the classwork, with assistance from the teacher. In World History, his last class of the day, T played around and talked to other students during the instruction (Roman Empire). When he finally settled down and opened his textbook, he did not seem to understand the lesson. He asked several students sitting next to him for help. Some help was also provided by the teacher.

Description of Student in ESOL 2

T seemed bored and disinterested in the class activities which involved writing letters. He rarely took notes and at times had a puzzled look on his face when the teacher was instructing. He enjoyed talking and socializing with other class members and would engage in this type of behavior whenever the teacher turned his back to the class to put something on the blackboard.

According to the teacher, T was failing in this class. However, he indicated he would not fail T for fear of "turning him off from school". Some of the reasons given for T's failure included poor listening and spelling skills and poor sentence structure. The teacher felt that T should have never been placed in ESOL 2. According to the teacher, T's deficiencies in English language skills indicated that he should have been placed in an ESOL 1 classroom when he entered high school in the fall.

When T was asked about his progress in mastering the English language and the progress he was making in his ESOL class, he responded that he felt that he was doing "O.K." in both situations. However he did feel that more skill building was needed in English speaking, reading, writing and listening.

Description of Student in Algebra 1 (Sheltered)

T was unusually quiet in this class. At first he listened to the teacher and watched problems being placed on the blackboard. He soon lost interest and took out a pocketbook novel written in Vietnamese and began to read it. He eventually put it away and tried to do the problems assigned for classwork. The teacher assisted him. He seemed to enjoy the one-to-one help from the teacher.

According to the teacher, T was doing poorly in his Algebra class. He felt that T was improperly placed and should have been in a General Mathematics class. He felt that T attempted to do the classwork and other assignments (just the opposite opinion expressed by his other teachers) but because of his poor communication and comprehension skills, he was unable to understand and absorb the work presented in this class.

T, on the other hand, stated when interviewed, that he was doing "O.K." in this class and maintained a "C" average. In reality however, he was failing the course. T did not feel that he could have taken this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

As in his ESOL 2 class, T appeared not to take his work seriously and "played around" with a classmate at the beginning of the period. However, in this class a bilingual tutor was present the day of the observation. The teacher assigned him to work with T, who responded very well to his help. He was attentive, alert and appeared to be learning a lot from this one-to-one instruction which dealt with chemical equations.

In the interview, the teacher indicated that T was improving in this class (from a W to a D mark). He did well in the laboratory part of the course (hands-on-activities), but needed help in areas which required the use of oral and written English skills. T used a dictionary in class to help strengthen these skills. The teacher added that he felt T was not sufficiently motivated to do well in school and did not study hard enough.

When questioned about his progress in this course, T responded that he thought he was doing "O.K." T did not feel that he could have taken this subject in a mainstream class.

Description of Student in World History (Sheltered)

T did not seem to take the work in this class seriously. Instead of doing his classwork, he talked or "played around" with another student. However, there were times when he seemed to be interested, especially when group work was assigned using maps. He participated vigorously in this activity but depended on the teacher (who circulated around the room) for help.

According to the teacher, T was not doing well in this class. The teacher felt that although T had problems comprehending what was taking place in class, this should not have kept him from accomplishing the work needed for the course. He felt that T's work could improve if he would stop "fooling around" and paid attention to what was being taught. In terms of social acculturation, he felt that T was progressing adequately. According to the teacher, T got along well with both Asian and non-Asian students.

When T was asked about his progress in this class, he said he was doing "O.K" although in reality he was performing marginally. T did not feel that he could have taken this subject in a mainstream class.

Summary

Observations and teacher interviews suggested that T's current program did not seem to suit his academic needs. T would probably have done better academically if placed in a lower level ESOL class (Level 1) and in a General Mathematics class as opposed to the Algebra class that he was enrolled in. Both the observations and the teacher interviews suggested that T was experiencing extreme language difficulties (inability to understand or comprehend English well), played around in class and did not take his academic work seriously, with the exception of Algebra.

T felt that he was doing O.K. in all of his classes. However, he added that more skill building was needed in English speaking, reading, writing and listening. He did not feel that he could have handled mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics I

Name	ID No.	Birthdate	Grade	Native Lang.
	19	11-23-75	9	Vietnamese

Sex	Age (as of 9/91)
M	15 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	6-26-91	6 years in Vietnam 1.5 years in Philippines 6 months in Hong Kong	9-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 9-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 year		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream) Term 1
3. Humanities (sheltered) Term 2
4. World History (sheltered)
5. Lunch
6. General Mathematics 1 (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	65	65
World History:	70	80
General Mathematics 1:	75	70
General Physical Science:	W	80
Physical Education:	80	90
Humanities	--	50

Family Background Factors:
K lived with his mother and uncle who spoke only Vietnamese. Both were unemployed. His mother and father were divorced.

Background Data

K was a 15 year old male student of Vietnamese origin. He arrived in the United States in 6/91 and enrolled as a high school, 9th grade student in 9/91. He was placed in the ESOL program at level 2. Prior to coming to the U.S., K completed a total of eight years of schooling in Vietnam, the Philippines and Hong Kong.

K did not participate in extracurricular activities or the after-school tutorial program. His leisure time was spent watching television, playing table tennis, basketball and listening to music at a friend's house.

His family consisted of his mother and his uncle. Both were unemployed and spoke only Vietnamese. His father's whereabouts were unknown.

Description of Student's Day

In ESOL 2, K seemed bored and uninterested in what was being taught (a play by a Chinese author). Several times he shouted across the room to friends when the teacher's back was turned. He was reprimanded by the teacher for this type of behavior. For the rest of the period, he sat quietly in his chair but took no notes and did not participate in the class activities. In the ESOL tutorial period, he was less disruptive and spent most of the time working in his notebook. In Humanities, K listened to the teacher, took notes and sat quietly. He displayed none of the negative behavior observed in the ESOL class. He seemed to like the teacher and enjoy the class.

At lunch, K sat at a table with all Asian boys. He laughed and played around within limits. In World History, K was quiet, attentive, took notes and participated in class discussions. In General Math, K was attentive, hardworking, and participated in class discussions. (K's English was not good and at times it was difficult to understand his responses).

In General Physical Science, K displayed the same type of negative behavior observed in the ESOL class. He shouted to other students across the room, and talked constantly to a student sitting near him. The teacher finally intervened and reprimanded K and other students who were talking while he was teaching. K finally settled down and copied the chemical equations from the blackboard. He was quiet and attentive for the remainder of the period.

Description of Student in ESOL 2

K seemed to be unable to settle down in the class. He constantly talked to other students, and occasionally shouted across the room to friends. He was reprimanded by the teacher for this behavior. He finally quieted down, but took no notes and did not participate in the class activities.

The teacher felt that K's behavior was erratic. She stated that at times, he seemed motivated and enthusiastic about the class and displayed good work habits. At other times "he ran around the room and acted like a nut". Writing assignments seemed to be very difficult for K. He also had difficulty pronouncing English words. However, the teacher felt that these language difficulties should not have kept K from accomplishing the work needed for this course. She also added that K was appropriately placed at the ESOL 2 level

and that he could not have handled mainstream classes at this time. She also stated that K's academic progress had been slow, while his social acculturation was good.

When asked about his progress in ESOL 2, K replied that he was not satisfied with the progress he had made in the course. He felt that he could have done better.

Description of Student in General Math 1 (Sheltered)

K seemed to enjoy the class. He raised his hand constantly to answer the teacher's questions. Although his answers were only correct half of the time, he really seemed to put a lot of effort into his classwork. "Playing around" was at a minimum and he seemed earnest about performing well in this class.

The teacher stated that K's academic work had steadily improved. He felt that there were no particular types of assignments that posed difficulties for K. He also felt that K had no language problems that were severe enough to prevent him from accomplishing the work needed to pass this course. The teacher added that K's academic achievement and social acculturation had proceeded well and that he could have handled this subject in a mainstream class. However, his final mark of 70 did not reflect this.

When asked about his progress in this class, K replied that he was doing "O.K". However, he did not feel that he could have taken this subject in a mainstream class.

Description of Student in World History (Sheltered)

K was well-behaved in this class. He sat quietly in his chair, copied notes from the blackboard and listened intently to the teacher's lecture. He completed his classwork, but did not turn in the homework assignment. Also, he did not raise his hand to participate in the class discussion.

According to the teacher, K was doing excellent work. He had a positive attitude toward the work and did well academically. The teacher felt that K's work had improved so much that he could have handled this subject in a mainstream class. His academic achievement and social acculturation had proceeded well, the teacher added.

K felt that the work in this class was sometimes difficult because of the vocabulary used. He was not satisfied with the progress he had made and felt that he would not have been ready to take this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

K contributed to the noise and unruliness in this class by shouting across the room to his friends. The teacher constantly yelled at him and a group of Hispanic students to be quiet. K finally settled down and began concentrating on the day's lesson (chemical equations). He opened his textbook, took notes, copied equations from the blackboard and was attentive to the teaching for the remainder of the period.

The teacher stated that K was doing well in his class and he had shown constant improvement since the first report card period. Assignments which were difficult for K included essays and spoken presentations. The teacher felt that this was due to the language difficulties K was experiencing in writing and speaking English. He added that K's academic

achievement and social acculturation had proceeded very well. However, he did not feel that this student could have handled this subject in a mainstream class.

K was satisfied with the progress he had made in this class, but did not feel that he could have handled this subject in a mainstream class.

Summary

K was a 15 year old male student of Vietnamese origin who entered the United States in 6/91. During the 1991-92 school year, he was enrolled as a 9th grader and placed in the ESOL program at Level 2.

Observations and teacher interviews indicated discrepancies in K's behavior and his academic achievement. In ESOL 2 and General Physical Science, K was observed shouting to other students and "playing around" while the class was in session. In his other academic classes, he was well-behaved and seemed to take his work seriously.

Three of his teachers felt that K was doing good to excellent work (General Math 1, World History and General Physical Science). The math and history teachers felt that his academic achievement, as well as social acculturation, was "good" and that he could have handled their subjects in a mainstream class. Only the ESOL teacher felt that K exhibited real problems such as an uneven behavior pattern, limited English language skills and "slow" academic progress. She also added that K was properly placed at the ESOL 2 level and was not ready for mainstream classes.

K was satisfied with the progress he had made in General Mathematics I and General Physical Science. However, the final mark of 70 in the mathematics course did not reflect this. He was not satisfied with the progress he had made in ESOL and World History, although his final grade in the history course was an 80. Additionally, K felt that he could not have handled mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics 1

Name	ID No.	Birthdate	Grade	Native Lang.
	20	12-7-74	9	Vietnamese

Sex	Age (as of 9/91)
F	16 years 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	5-4-91	8	9-3-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 1991-1992, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2	Level 3:	Level 4:
	1		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered)-Term 2
4. World History (sheltered)
5. Lunch
6. General Mathematics 1 (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	85	70
World History:	70	80
General Mathematics 1:	W	75
General Physical Science:	65	85
Physical Education:	80	90
Humanities:	-	65

Family Background Factors:
H lived with her parents, older sister and younger brother. Both parents were unemployed. Her sister was employed and supported the family.

Background Data

H was a 16 year old female from Vietnam. She was a 9th grade student at the ESOL 2 level. Before coming to the United States in 5/91, she had had eight years of schooling in Vietnam. Her family consisted of both parents, an older sister and younger brother. Her parents were unemployed and did not speak English. The oldest sister was the breadwinner of the family.

H appeared to be a quiet, well-behaved and highly motivated student. As one teacher noted "she is a hard worker and tries to do her best". She was always prepared for her classes with notebook, pen/pencil and completed homework assignments. However, she never raised her hand to respond to teacher questions in any of her classes. Also, she only interacted with Asian students, most of whom were girls in her classes.

H did not participate in after school activities. She went directly home after school where she did her homework, watched television shows and listened to music on the radio. She sometimes played tennis with her friends.

Description of Student's Day

In the ESOL 2 class, H was quiet, listened intently to the teacher, and took notes. She appeared to understand and enjoy the information presented in this class (plays and short stories). In the ESOL 2 tutorial class, she was observed talking quietly and smiling with a group of Asian girls (they were actually working together on an ESOL homework assignment). In the Humanities class, H listened intently to the teacher lecturing on family trees. However, she never raised her hand to participate in the class discussion. She remained quiet throughout the period. In the World History class, where the teaching dealt with Germany, H took notes, seemed interested in what was being taught, but never raised her hand to answer the teacher's questions. At lunch, she was observed eating at a table with all Asian girls. She laughed and talked quietly with her companions. In General Math 1, H was well prepared with her homework assignment, which she showed to the teacher. Classwork consisted of doing word problems involving the use of fractions and decimals. She seemed to have some trouble completing this assignment. As in her other classes, she never volunteered to answer the teacher's questions or do the problems on the blackboard.

The last class of the day, General Physical Science was noisy with students talking and not paying attention to the teacher. H however, listened to the lecture, took notes and ignored the noise around her. Again, she would not participate in oral class activities.

Description of Student In ESOL 2

The work in this class seemed to cause no real problem for H as she completed the assigned classwork and had her homework ready for the teacher's inspection. H's focus during the entire period, was on the teacher's instructions/lecture and the classwork. She never engaged in conversation with other students or displayed any form of negative behavior during the entire class period. She took a lot of notes and seemed anxious to learn.

The teacher stated that H's work showed constant improvement (B+). According to the teacher, the assignments which created the most difficulties were those involving oral English. At times, this language difficulty prevented her from accomplishing the work needed for this course. However, she was well-motivated, enthusiastic and always tried her best, according to the teacher. The teacher felt that her academic work was proceeding well. Socially, however, H was very shy and interacted only with other Asian students.

When asked if she was satisfied with the progress she was making in this course, H replied "so so". She added that she was not pleased with the progress she was making in English and indicated that she needed help in all of her language skills.

Description of Student in General Math 1 (Sheltered)

H displayed the same type of behavior shown in her ESOL and her other academic classes. She was quiet, well behaved, well prepared with notebook and pens, and seemed positively motivated. As in her other classes, H never raised her hand or volunteered to participate in class discussions. At times, she appeared to be having trouble understanding how to do the problems (word problems). She was assisted by the teacher as he walked around the classroom checking each student's work.

According to the teacher, H was doing fine in this class. She had a B average. He added that the major problems H was experiencing was understanding instructions and word problems. The teacher added that H appeared to have problems in reading and understanding English which could prevent her from fully accomplishing the work needed for this course. However, he added that H's academic work was proceeding well since she was well motivated and had a positive attitude toward learning mathematics.

H replied that she was satisfied with the progress she was making in this class. When asked if she felt that she could have taken this course with mainstream students, she stated that although she understood the content, her English skills were limited and this would have limited her oral class activities and her interaction with English speaking students.

Description of Student In World History (Sheltered)

H's behavior remained the same. She was quiet, highly motivated, took notes, listened to the teacher. Her homework was prepared and ready to be turned in. She did her classwork without any difficulty and seemed very relaxed in this class. She appeared to enjoy the teaching (North American Indians). However, she continued not to raise her hand or participate in oral class activities.

According to the teacher, H was doing excellent work. He did not feel that there were any particular types of assignments that created difficulties for her. The only language difficulty he felt that she possessed was her inability to understand some vocabulary. He felt that H was well motivated and had a positive attitude toward learning so much that she had asked to work with other Vietnamese students in the class who were having difficulties. The teacher felt that H had now reached the point where she could handle this course in a mainstream setting.

H stated that she was pleased with the progress she had made in this course but would not have been ready to take this course with mainstream students.

Description of Student in General Physical Science (Sheltered)

Although the class was noisy (many of the students were inattentive and continuously talked to their friends), H seemed to ignore this confusion and concentrated on what was being taught. She took notes and had her textbook opened to the section that was being taught (chemical equations). She displayed a high motivational level, a positive attitude toward the course and produced well-prepared homework.

The teacher felt that H was making good progress in his class. She was well motivated and did her assignments. However, he felt that she was still experiencing difficulties in speaking and writing English. He added that these difficulties could keep her from accomplishing the work needed for this course. He definitely felt that H could not have handled this subject in a mainstream course. He added that her academic progress had been "fair" and that socially she was shy and interacted only with Vietnamese students.

H was not satisfied with the progress she was making in this class. She did not feel that she could have taken this course with mainstream students. She felt that her inability to speak English well would have been a detriment to her in a mainstream class.

Summary

Observations and interviews indicated that H was a conscientious, well-liked, positively motivated and well-behaved student, who took her academic work seriously and attempted to do her best in all of her classes. She was well liked by all of her teachers who reported that she was a hard worker and was doing average to above average work in their classes. They rated her academic progress as "fair to excellent" However, some of her teachers felt that there was a lag in her social acculturation since she interacted only with Asian students.

H felt that her primary problem was her limited English skills, especially in speaking and understanding oral instructions. She was well aware of her limitations in this area and felt that work was needed to help her improve not only in speaking, but in writing, reading and listening skills. The problem was compounded because English was not spoken by her parents, and most of her friends spoke Vietnamese. She had no American friends that she could converse with. Additionally, she was not enrolled in the after-school tutorial program offered at the school which could have strengthened her English skills. Although H was doing well in her academic subjects, she did not feel that she could have handled these subjects in mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics 1

Name	ID No.	Birthdate	Grade	Native Lang.
	21	12-13-73	10	Chinese

Sex	Age (as of 9/91)
M	17 years old, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	11-29-90	6 years in Vietnam 2.5 years in Malaysia 6 months in Philippines	9-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 1991 to 1992, High School (was enrolled in a New Jersey High School in 1990-1991)
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 year		

Students Daily Schedule:

1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered)-Term 2
4. World History (sheltered)
5. Lunch
6. General Mathematics 1 (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL:	67	65
World History:	75	70
General Mathematics 1:	65	50
General Physical Science:	W	65
Physical Education:	80	83
Humanities	-	50

Family Background Factors:

X lived with an older brother who attended college. His mother and father were in Vietnam.

Background Data

X was a 17 year old male Chinese student from Vietnam who came to the U.S. in 1990. He was first enrolled in a regular school program at a high school in New Jersey. In the Fall of 1991, he entered a Philadelphia high school as a 10th grade student, and was placed in ESOL Level 2. Prior to entering the U.S., X attended schools in Vietnam, Malaysia and the Philippines for 9 years.

X was not involved in any of the school's extracurricular activities. However, he enjoyed playing soccer and volleyball with friends. At home, he watched television shows and read books.

X lived with an older brother who attended college. His mother and father were in Vietnam.

Description of Student's Day

In Advisory, X was very quiet, sat in the rear of the room, He did not talk or interact in any way with the other students. He was very attentive to the daily announcements, and made entries in his notebook. After Advisory, X hurried through the halls to get to his next class on time. He did not talk or interact with other students. In ESOL 2, X sat quietly in the rear of the room. He was well prepared with notebook and pen. He listened intently to the teacher talk about a short story by a Chinese author. In the ESOL tutorial, he spent the entire period getting help from the tutor. In Humanities, X seemed interested in the lesson (Family Trees) and took a lot of notes. Once again, he did not interact with other students nor participate in the class activities. In World History, X sat quietly in the rear of the room, listened intently to the teacher (a discussion on Germany), took notes and had his homework ready to turn in.

At lunch, X ate at a table with other Asian students (boys and girls) but did not participate in the conversation. He was one of the first students to arrive for General Math 1. He took his seat in the rear of the room, opened his notebook and began copying problems from the board. He worked on these problems for the entire period, while listening to the teacher's lecture. In General Physical Science, X sat in the rear of a very noisy class (a lot of talking by students). He did not participate in the talking but rather concentrated on what was being taught (chemical equations). Although he took notes, he appeared to lack the motivation and enthusiasm displayed in his other academic classes.

Description of Student In ESOL 2

X was quiet, well behaved and didn't interact with other students. He sat in the back of the classroom. He was well prepared for classwork with pen and notebook, took a lot of notes bu. .ever raised his hand to participate in class discussions. During the tutorial period, X spent a lot of time getting help with his homework from the bilingual tutor.

According to his teacher, X's performance was uneven. There were times when he was not working at the level to which he was assigned (ESOL 2). At other times, his work was satisfactory. X's attendance needed improvement. He was capable of expressing himself very well but needed a lot of help with reading and writing assignments. The

teacher felt that X should remain at the ESOL 2 level until his English abilities improved. She added that he could not have handled mainstream classes and that his academic progress had been "fair", and his social acculturation "very good".

When asked about his progress in this class, X replied that he was doing "O.K". No problems were discussed.

Description of Student In General Math 1 (Sheltered)

X's attention was focused on the teacher and the class activities. He was quiet, completed his classwork, took notes but never raised his hand to participate in class activities.

According to the teacher, X was doing only fair work in this class. He was not motivated, had a poor attitude toward the class and just did not seem to care. He did not feel that X could have handled this subject in a mainstream class. He added that socially, X's acculturation had been good, but his academic achievement "poor".

When questioned about his satisfaction with the progress he was making in this subject, X responded that he was not satisfied with his progress and that the course was "hard". He did not feel that he could have handled this subject in a mainstream class.

Description of Student In World History (Sheltered)

X was quiet as usual. He sat in the back of the classroom. He did not speak or interact with the other students. He listened intently to the teacher, took a lot of notes and was prepared with homework to show the teacher. As in his other classes, he did not raise his hand to participate in oral activities. He seemed intent, motivated, and wanting to learn. The topic discussed in class was the country of Germany.

According to the teacher, X was an excellent student. He felt that there were no particular types of assignments that posed difficulties for him. The only language difficulty that X was experiencing was in oral English. However, this difficulty did not keep X from accomplishing the work needed to satisfactorily pass this course. The teacher felt that X could have handled this subject successfully in a mainstream class. He added that X's academic achievement as well as his social acculturation had proceeded "very well".

X felt that this course was hard, but that he was doing "O.K". However, he did not feel that he could have handled this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

X exhibited the same behavior pattern seen in his other academic classes. He was quiet, took a lot of notes, did not interact with his peers and did not participate in class activities. The class was very noisy with students talking and yelling across the room to each other. X seemed somewhat irritated by this unruly behavior. He spent the entire period copying notes from the blackboard and listening to the teacher.

According to the teacher, X was doing poorly in this class. He was not cooperative and "played too many games". He never completed his assignments. He added that X had a poor attitude toward his work. He felt that X could not have taken this subject in a mainstream class. He added that X's academic progress had been "poor" and his social acculturation "average".

In the interview with X, he indicated that he was not satisfied with the progress he was making in science. No explanation was given, but he stated that he did not feel he could have handled this subject in a mainstream class.

Summary

X was an 18 year old Chinese male from Vietnam who was enrolled as a 10th grade student at the ESOL 2 level. He lived with an older brother who attended college. Both parents were in Vietnam.

Evaluator observations suggested that X was a well-behaved, shy, quiet student, and basically a loner, who seemed to work hard in all of his classes. On the other hand, teacher comments about X ranged from "a cooperative well-behaved student who was doing excellent work" (World History) to "an uncooperative, unmotivated student who was doing poorly" (General Physical Science). The ESOL teacher stated that X was properly placed at the ESOL 2 level and should remain there until his English skills improved. She also pointed out that X's attendance needed improvement. A review of computerized records indicated that he was absent for thirty-eight days in the 1991-1992 school year.

The interview with X indicated that he found all of the academic subjects "hard" and was not satisfied with the progress he was making, especially in mathematics and science. He did not feel that he could have handled any of these subjects in mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics 1

Name	ID No.	Birthdate	Grade	Native Lang.
	22	7-20-76	9	Korean

Sex	Age (as of 9/91)
F	15 years, 2 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	1-24-91	7 years	9-1-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 1-91 to 6-91, Elementary; 1991 to 1992, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1.5 yrs.		

Student's Daily Schedule:
1. ESOL 2
2. ESOL (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered)-Term 2
4. World History (sheltered)
5. Lunch
6. General Mathematics 1 (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	83	75
World History:	80	90
General Mathematics 1:	90	90
General Physical Science:	65	85
Physical Education:	90	95
Humanities:	-	66

Family Background Factors:
S came from a family constellation consisting of her parents and two younger siblings. Her parents owned a clothing store.

Background Data

S was a 15 year old female student. Prior to coming to the U.S., she had 7 years of schooling in Korea. She entered the United States in January 1991, and enrolled as an 8th grade student at a local elementary school. During the 1991-92 school year, she was enrolled as a high school, 9th grade student at the ESOL 2 level.

S was not involved in the school's extracurricular activities. She enjoyed watching Korean movies at home, listening to music and watching television.

S lived at home with her parents and two younger siblings. Her parents owned a clothing store in the Philadelphia area.

Description of Student's Day

In ESOL 2, S sat next to two Asian female students. She took notes, listened intently to the teacher and seemed genuinely interested in what was being taught. In the ESOL tutorial, she talked briefly to the two Asian girls, then spent the remainder of the period doing her homework. She always walked rapidly from one class to another, never talking to other students in the halls. In Humanities, S sat in the front row, took notes but never participated in class discussions or responded to teacher questioning.

In World History, S sat next to another female Asian student whom she talked to briefly at the beginning of the class. She spent the rest of the period listening to the teacher and taking notes. At lunch, she ate at a table with all Asian girls. She laughed, and spoke Korean. She arrived on time for General Math 1 and immediately took out her homework and re-checked it. She did all of the problems assigned for classwork, but did not raise her hand to solve these problems on the blackboard. In General Physical Science, she did the classwork assigned by the teacher, but once again did not participate in the oral class activities.

Description of Student in ESOL 2

S was quiet, listened to the teacher's instructions and displayed good concentration skills. She was well prepared for class with notebook, dictionary and pens. She took notes and seemed to be interested in what was being taught (plays and short stories). However, she never raised her hand to answer questions or participate in class discussions.

In the tutorial class, S talked to another Asian girl at the beginning of the period. However, the conversation was brief and she spent the remainder of the period doing homework. She did not ask for or receive help from the bilingual tutor. At times, she referred to her dictionary for help.

The teacher felt that S had made great improvements in her writing and speaking of English, although difficulties still existed. In terms of ESOL placement, she felt that S was properly placed at the ESOL 2 level. S, according to the teacher, still experienced problems in English oral comprehension and relied too heavily on the dictionary to learn English vocabulary. Academically, she felt that S was doing well and that her social acculturation had improved since the beginning of the school year.

S felt that her academic progress in this class was "O.K.". She added that she was satisfied with the progress she had made in English but felt that she still needed to strengthen her English skills.

Description of Student in World History (Sheltered)

S was quiet, listened to the teacher's instructions, opened her textbook and completed her classwork assignment. She appeared to be positively motivated and did everything the teacher asked the class to do. S was well prepared for this class with notebook, pens and homework to be turned in to the teacher.

The teacher felt that S was doing well in this class. He felt that there were no assignments such as research projects, essays or spoken presentations that would prove difficult for S to complete. Neither did he feel that S possessed language difficulties that were severe enough to prevent her from accomplishing the work needed to complete this course. He felt that S could have handled this course in a mainstream class and that her academic achievement had proceeded well. Her social acculturation had proceeded slowly since she tended to be a loner.

S was satisfied with the progress she had made in this course and felt that she could have handled this course with mainstream students (her final grade was A).

Description of Student in General Physical Science (Sheltered)

The class was noisy and unruly! This did not seem to affect S's concentration on what was being taught (chemical equations) and her note-taking ability. She opened her textbook and wrote the assigned work without much difficulty. Although she seemed to be attentive to the teacher's instruction, she never raised her hand to answer questions or participate in class discussions.

The teacher indicated that S was doing very well in this class. Her work had improved since the first marking period, but she was still having problems with written and spoken English. He did not feel that she could have handled this course in a mainstream class because of these problems. He added that her academic achievement had proceeded very well. However, her social acculturation had been slower because S did not extend herself beyond her "own group".

S was satisfied with the progress she had made in this course, but did not feel that she could have taken this course with mainstream students because of her limited understanding of the terminology used.

Description of Student in General Math 1 (Sheltered)

S seemed to totally enjoy this class. She arrived early and immediately began checking her homework. When the teacher checked her homework and classwork, he praised her work. She spent most of the period doing classwork. However, when asked by the teacher for volunteers to solve the problems on the board, she did not raise her hand. S never participated in any of the class discussions.

The teacher stated that S was doing very well in this class. He felt that there were no assignments or language difficulties that would prevent S from doing satisfactory work in this class. He felt that she could have handled this course in a mainstream class and that her academic achievement had proceeded well. He felt that her social acculturation was proceeding slowly since she interacted only with Korean students.

S felt that her progress in this course had been good and that she could have taken this course with mainstream students and been successful.

Summary

S was a 15 year old female student who was a relatively new arrival. She had had seven years of education in Korea and was enrolled as a 9th grade student at the ESOL 2 Level.

Evaluator observations suggested that S was a quiet, conscientious student who took learning seriously and worked at her maximum potential in all of her academic classes.

All of S's teachers agreed that she was a positively motivated student who had made great improvements in their classes since the start of the school year. Two of the teachers, (Science and Math 1) felt that S could have handled their subjects successfully in mainstream classes. All of the teachers indicated that S's academic achievement had proceeded well. However, her social acculturation had been slow due to S's tendency to be a loner. The teachers added that S was still having difficulties with basic English skills. However, the situation was not severe enough to prevent her from accomplishing the work needed to complete their courses.

S indicated that she was pleased with the progress she had made in most of her academic courses and felt that she could have handled mathematics and history in mainstream classes. However, she was still concerned about her abilities in speaking and comprehending English and felt that she needed continued help in these areas.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics 1

Name	ID No.	Birthdate	Grade	Native Lang.
	23	12-31-75	9	Vietnamese

Sex	Age (as of 9/91)
F	15 years, 8 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	5-23-91	9 years	10-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 10-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	8 months		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)-Term 1
3. Humanities (sheltered)-Term 2
4. World History (sheltered)
5. Lunch
6. General Mathematics I (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	65	75
World History:	70	90
General Mathematics I:	85	80
General Physical Science:	W	80
Physical Education:	90	94
Humanities	--	65

Family Background Factors:
S's family consisted of both parents, eight brothers and two sisters. Her parents did not speak English. Her father was employed and her mother was a homemaker.

Background Data

S was a 16 year old female student from Vietnam who entered the United States in 5/91. During the 1991-92 school year, she was enrolled as a high school 9th grade student at the ESOL 2 level. Before coming to the United States, S had nine years of schooling in Vietnam.

S did not participate in after school activities. She went directly home after school where she did her homework, watched television shows and talked to her friends.

Her family consisted of both parents, eight brothers and two sisters. Her father was employed. Her mother was a homemaker. Her parents did not speak English.

Description of Student's Day

In the ESOL 2 class, S was quiet, listened intently to the teacher, and took notes. She appeared to understand and enjoy the information presented in this class (Plays and Short Stories). In the ESOL 2 tutorial class, she was observed talking quietly with a group of Asian girls. They were working together on an ESOL homework assignment. In the Humanities class, H listened intently to the teacher lecturing on Family Trees. However, she never raised her hand to participate in the class discussion. She remained quiet throughout the period. In the World History class, where the teaching dealt with Germany, S took notes, seemed interested in what was being taught, but never raised her hand to answer the teacher's questions.

At lunch, she was observed eating at a table with all Asian girls. She laughed and talked quietly with her companions. In General Math 1, S was well prepared with her homework assignment, which she showed to the teacher. The classwork consisted of doing word problems involving the use of fractions and decimals. She seemed to have no difficulty completing this assignment. As in her other classes, S never volunteered to answer the teacher's questions or to come to the blackboard to do problems. The next class, General Physical Science, was noisy with students talking and not paying attention to the teacher. S however, listened to the lecture, took notes and ignored the noise around her. Again, she did not participate in oral class activities.

Description of Student In ESOL 2

S completed the assigned classwork and had her homework ready for the teacher's inspection. Her focus during the entire period, was on the teacher's instructions and the classwork. She never engaged in conversation with other students or displayed any form of negative behavior during the entire class period. S took a lot of notes and seemed anxious to learn.

The teacher stated that S was doing "O.K." in her class. She felt that S possessed good comprehension skills and was steadily improving in her academic work. The teacher felt that there were no particular types of assignments that posed difficulties for her. However, she added that S did display problems in writing and speaking English. She felt that these problems were not severe enough to prevent S from accomplishing the work needed to pass the course. She felt that S was properly placed in ESOL 2 and that

academically, she had progressed well. Socially, she still tended to associate only with Asian students. The teacher did not feel that S could have handled mainstream classes.

S was not satisfied with the progress she had made in this course. She felt that she still needed help in strengthening her English speaking, reading, writing and listening skills.

Description of Student in General Math 1 (Sheltered)

S displayed the same type of behavior shown in her ESOL and her other academic classes. She was quiet, well-behaved, well-prepared with notebook and pens, and seemed positively motivated. As in her other classes, S never raised her hand or volunteered to participated in class discussions. She completed the classwork which was a series of word problems without any difficulty. The teacher who walked around the room checking each student's work, seemed very pleased with S's answers.

In the interview, the teacher indicated that S was a very good student (A-B average). He did not feel that there were any types of assignments that would pose difficulties for her. She did well in everything assigned in this course. He added that language difficulties did not prevent S from being an above average student. He felt that academically she had progressed well. Socially, she still tended to associate only with Asian students. The teacher felt that S could have successfully handled this subject in a mainstream class.

S was not satisfied with her progress in this class. She did not feel that she could have handled this subject in a mainstream class because she needed more help in refining her English skills.

Description of Student In World History (Sheltered)

S's behavior remained the same. She was quiet, highly motivated, took notes and listened to the teacher. Her homework was prepared and ready to be turned in. She did her classwork without any difficulty and seemed very relaxed in this class. She appeared to enjoy the teaching (North American Indians). However, she continued not to raise her hand or participate in oral class activities.

According to the teacher, S was doing excellent work. He did not feel that there were any particular types of assignments or language disabilities that created difficulties for her. He felt that S was well motivated and had a positive attitude toward learning. S helped other Vietnamese students in the class who were having difficulties with this subject. The teacher felt that S could have handled this subject in a mainstream class. He added that her academic achievement, as well as social acculturation had proceeded well.

S was not satisfied with her progress in this class. She did not feel that she could have handled this subject in a mainstream class because of her limited English skills.

Description of Student in General Physical Science (Sheltered)

The class was noisy because many of the students were inattentive and continuously talked to their friends. S seemed to ignore this confusion and concentrated on what was being taught. She took notes and had her textbook opened to the section that was being taught (chemical equations). She displayed the same characteristics in this class that were observed in her other academic classes, namely, a high motivational level, and a positive attitude toward the course and well-prepared homework.

The teacher felt that S was making good progress in his class. She was well motivated and did her assignments. However, he felt that she was still experiencing difficulties in reading, speaking and writing English. He added that these difficulties could keep her from accomplishing the work needed for this course. He felt that S could not have handled this subject in a mainstream course. He added that her academic progress had been "good", but that her social acculturation had been slow. She was still shy and interacted only with a small group of Vietnamese students.

S was not satisfied with the progress she had made in this class. She did not feel that she could have taken this course with mainstream students because of her limited English skills.

Summary

S was a 16 year old, female Vietnamese adolescent who had had nine years of schooling in her native country. She was enrolled as a 9th grade student at the ESOL 2 level. Observations and teacher interviews indicated that S was a conscientious, well-liked, positively motivated and well-behaved student who took her academic work seriously and attempted to do her best in all of her classes. She was well-liked by all of her teachers who reported that she was a hard worker and was doing good to excellent work in their classes.

All of her teachers felt that her academic achievement had proceeded well. However, three of the four teachers interviewed felt that her social acculturation was proceeding slowly. S tended to limit her friends to a few Asian girls. S's primary problem was her limited English skills, especially in speaking and writing. She was well aware of her limitations in these areas and felt that work was needed to help her improve these skills. The problem was compounded because English was not spoken by her parents and because most of her friends spoke Vietnamese. She had no American friends with whom she could converse and she was not enrolled in the after-school tutorial program which could have strengthened her English skills.

Two of the four teachers interviewed (General Math 1 and World History) felt that S's skills in their classes were so good that she could have taken these subjects in mainstream classes. S on the other hand, was critical of her progress in all of her classes. She did not feel that she could have taken any of her academic subjects in mainstream classes because of her limited English skills.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Mathematics I

Name	ID No.	Birthdate	Grade	Native Lang.
	24	12-31-75	9	Vietnamese/Khmer

Sex	Age (as of 9/91)
M	15 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	5-19-91	6 years 6 months in Philippines	9-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 1991-1992, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 year		

Student's Daily Schedule:
1. ESOL 2
2. ESOL 2 (tutorial)
3. Physical Education (mainstream)- Term 1
3. Humanities (sheltered) - Term 2
4. World History (sheltered)
5. Lunch
6. General Math I (sheltered)
7. General Physical Science (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 2:	W	65
World History:	70	80
General Math 1:	65	70
General Physical Science:	W	85
Physical Education:	90	94
Humanities:	-	50

Family Background Factors
S's family consisted of his parents and 3 siblings. His father worked and his mother was a homemaker. Khmer was the dominant language spoken at home.

Background data

S was a 15 year old male student from Cambodia who entered the United States in May 1991. During the 1991-92 school year, he was enrolled as a 9th grade student at the ESOL 2 level. Before coming to the U.S., S had had 6 years of schooling in Vietnam and 6 months in the Philippines.

S did not participate in the school's extracurricular activities or the after school tutorial program. He spent his leisure time watching television, cooking, cleaning at home and playing with his brothers and sisters.

He lived with his parents and three siblings. Khmer was the dominant language spoken at home. His father was employed and his mother was a homemaker.

Description of Student's Day

S sat in the rear of the ESOL 2 classroom. He was well prepared for class with notebook and pen. He listened to the teacher, but did not take notes or participate in class discussions. He seemed bored and unmotivated. In the ESOL tutorial class, S worked quietly at his seat. He did not ask for help from the tutor. He hurried through the hallways to get to his next class. He did not loiter or talk to other students. In Humanities, he seemed to enjoy the class (Family Trees). He took notes and smiled at the teachers's comments. He responded to direct teacher questioning with poor English. S would not volunteer on his own to answer more questions. In World History, he took notes and seemed very interested in the teacher's lecture on Medieval Europe.

At lunch, he shared his table with six other Asian students. He smiled, but rarely engaged in the conversation. S left promptly for his General Math 1 class (he was never late for any of his classes). He did the problems on the blackboard but seemed puzzled and confused. The teacher spent considerable time at his chair checking and correcting his answers.

In General Physical Science, the students were talking loudly to each other and in some cases, tossing paper balls around the room when the teacher's back was turned. S seemed to ignore this and spent the period copying notes from the blackboard and listening to the teacher.

Description of Student in ESOL 2

S did not appear motivated in this class. He was quiet and listened to the teacher, but rarely took notes. He seemed bored, disinterested and did not engage in any of the class activities.

According to the teacher, S had shown improvement since the beginning of the year. However, he was still having language difficulties, especially in English comprehension. She also indicated that S was properly placed at the ESOL 2 level and could not have handled mainstream classes. She felt that his academic progress was "not proceeding well" and that his social acculturation was proceeding very slowly, since he "related only to other Asians".

S was not satisfied with the progress he had made in this subject. He felt that his English needed to be improved in all areas (speaking, writing, reading and listening).

Description of Student in General Math 1 (Sheltered)

S worked very hard to complete the problems on the blackboard. He seemed to enjoy doing the problems and appeared highly motivated. His teacher checked his classwork and homework thoroughly and pointed out the mistakes. S made the corrections immediately and did not appear to be discouraged by them. He spent the remainder of the period listening to the teacher explain the problems and taking notes.

The teacher felt that little progress had been made in S's academic achievement. He had learned only the very basic general mathematic skills. According to the teacher, S was having difficulty with word problems because his English reading skills were very weak. Reading and oral communication in English seemed to be the areas that gave S the most difficulty. Socially, there had been little growth since he continued to interact only with Asian students.

S was not satisfied with the progress he had made in this subject. He stated that he would have been unable to take this subject at the mainstream level.

Description of Student in World History (Sheltered)

S seemed to enjoy this class. He was one of the first students to arrive and immediately began to check his homework. He did the classwork enthusiastically and occasionally raised his hand to answer questions from the teacher. He took notes from the blackboard and kept his textbook opened to the proper assignment. S fully participated in all of the class activities.

According to the teacher, S was doing well. There were no particular types of assignment or language difficulties that posed unusual problems for him. The teacher felt that S could have handled this subject in a mainstream class. He also felt that S's academic achievement and social acculturation were progressing satisfactorily.

S was not satisfied with the progress he had made in this subject. He estimated his class average mark to be a C. He did not feel that he could have handled this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

The class was noisy and unruly, but S tended to ignore these distractions and concentrated on the teaching. He took notes from the board and seemed to be very interested in what was being taught (chemical equations). He did not raise his hand to answer direct questions from the teacher, but did respond in unison with the rest of the class to general questioning.

The teacher felt that S had shown improvement since the beginning of the school year and was doing well in this class. His attitude toward the class was good as was his academic achievement. Socially, he felt that S was progressing well. The teacher added

that S was still experiencing English language difficulties, both oral and written. He did not feel that S could have handled this subject in a mainstream class.

S was satisfied with the progress he had made in this class. He had a B average. However, he felt that he would not have been able to handle this subject in a mainstream class.

Summary

S was a 15 year old, male, Vietnamese adolescent who had recently arrived in the U.S.A. He was enrolled as a 9th grade student at the ESOL 2 level. Observations and interviews indicated that S was a hardworking, positively motivated and well-behaved student who took his academic work seriously and attempted to do his best in all of his classes.

All of S's teachers felt that he had improved academically. However, the majority of them felt that his social acculturation had been slow because he interacted only with other Asian boys and girls. They felt that S's primary problem was his limited English skills, especially in speaking and writing.

S was satisfied with the progress he had made in General Physical Science, but not in his other classes. He felt that some progress had been made in English, but there were still weak areas, such as writing and comprehension which needed strengthening. He did not feel that he would have been able to take any of his academic classes in a mainstream setting.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	25	8-7-76	9	Chinese

Sex	Age (as of 9/91)
M	15 years, 1 month

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
China	2-29-88	5 years	9-88	1

Dates at each ESOL Level:

Level 1: 1988-1989, Elementary School
Level 2: 1989-1990, Middle School
Level 3: 1990-1991, Middle School; 1991-1992 High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1	1	2	

Student's Daily Schedule:
1. ESOL 3
2. ESOL 3 (tutorial)
3. Algebra 1 (sheltered)
4. World History (sheltered)
5. General Physical Science (sheltered)
6. Lunch
7. Humanities (sheltered)-Term 1
7. Physical Education (mainstream)-Term 2

First Report Period Marks:		Final Report Period Marks
ESOL 3:	79	79
Algebra 1:	97	98
World History	89	92
General Physical Science:	80	90
Humanities:	75	75
Physical Education	--	90

Family Background Factors:
T's family consisted of both parents and two brothers. He was the middle child. His father was a restaurant owner and his mother, a homemaker. Chinese was the principal language spoken at home, although his parents and brothers could speak limited English.

Background Data

T was a 15 year old male student whose country of origin was China. He entered the United States in 1988, and enrolled as a student in a Philadelphia elementary school at the ESOL 1 level. In 1991-1992, he was a 9th grade student repeating ESOL Level 3. Prior to coming to the United States, he attended school for five years in his native country, China.

T was not involved in any extracurricular or after-school activities. He spent his leisure time watching television and "hanging out" in Chinatown. The majority of his friends were Chinese. However, he did have an American and a German friend whom he occasionally socialized with.

He was part of an intact family unit consisting of both parents and two brothers. His father owned a restaurant, while his mother was a homemaker.

Description of Student's Day

T sat quietly during Advisory, listening to the announcements. After Advisory, he rushed through the halls to get to his next class and did not converse or interact in any way with other students.

He arrived on time for his next class, ESOL 3 and sat in the back row. He was quiet, attentive, and took notes on the teacher's lecture (writing business letters). He did not participate in oral class activities. During ESOL 3 tutorial, he was less rigid, more friendly, and was observed conversing quietly with a group of Asian boys who had gathered around his chair to talk. In World History, T was assigned to work in a group. He seemed uncomfortable in this setting and contributed little. He appeared relieved and more relaxed when the group work was over. In Algebra 1, T sat near the window. Once again, he was very quiet and did not interact with the students sitting near him. He had his homework ready to be checked and did the problems on the board for classwork. He never raised his hand to respond to teacher questions.

After rushing through the hall, T was the first to arrive in General Physical Science. He sat in the last row near a window. He was quiet the entire period, never raising his hand to participate in class discussions. He took a lot of notes (chemical equations) and handed in homework. At lunch, he shared a table with other Asian boys. He was laughing and appeared to interact well with the group, who were obviously his friends. In Physical Education, the last class of the day, T played basketball with Asian and non-Asian boys. He interacted very well with both groups, and seemed to enjoy the competition.

Description of Student in ESOL 3

T seemed interested in the topic being taught (writing business letters). He took a lot of notes and was attentive to the teaching. As in all of his academic classes, he was very quiet, sat in the rear of the classroom and never participated in class discussions. However, he did respond to direct questioning by the teacher.

The teacher felt that T was doing very well in this class (B average). He added that T was able to complete different types of assignments without difficulty. However, T was having problems using the right tense in English grammar. He felt that T was properly placed at the ESOL 3 level and that he would not have been able to handle mainstream classes. He concluded that T had progressed well both academically and socially. His work had consistently improved and his group of friends now included both Asian and non-Asian boys and girls.

T stated that he was satisfied with the progress he had made in this class (B average). However, he was only somewhat satisfied with the progress he had made in English, citing a need for help in reading and conversation.

Description of Student in Algebra 1 (Sheltered)

T arrived early for class and sat near the window, trying to isolate himself from the rest of the students. He was trying to finish his homework before the teacher made her rounds. Although he was unable to finish in time, he explained to the teacher the reason for the incomplete homework. She accepted his explanation and continued checking other homework papers. T seemed to enjoy this class. He completed his classwork assignment and participated in class discussions.

The teacher stated that T was an excellent student who could have handled this subject in a mainstream class. She felt that T had done so well in this class that he should be in Algebra 2. All of her comments about T including his social acculturation, academic achievement and English language acuity were very positive.

T was very satisfied with his progress in this class. He stated that he was getting all A's and felt that he could have taken this course with mainstream students and done well.

Description of Student in World History (Sheltered)

T sat in the back of the classroom and was well prepared for class with notebook, pen and completed homework. The teacher assigned students to work in groups. They were told to answer questions in the textbook on the Roman Empire. T seemed very uncomfortable in this setting and sat quietly without contributing to the group. He seemed relieved when the group work ended and students returned to their original places. For the remainder of the period, he listened to the teaching and took notes.

According to the teacher, T was a very good student who was ready for advanced classes in History. T's work was consistently good and he had a very positive attitude toward this class. The teacher added that there were no assignments that T could not handle successfully and there were no language difficulties that prevented him from accomplishing the work needed for the course. Additionally, he felt that T's academic progress as well as social acculturation had been excellent and that he could have handled this subject in a mainstream class if the proper text were used.

In the student interview, T indicated that he was satisfied with his progress in this class (A to B average). However, he did not feel that he could have handled this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

T was the first student to arrive for this class. He sat in the back of the room near the window. He took out his notebook and pen and began copying the work from the blackboard (chemical equations). He also opened the textbook to the section dealing with chemicals and began studying it. He seemed totally prepared for this class.

The teacher reported that T was a very good student, one of the best in this class. According to the teacher, T's work was consistently good and he had a very positive attitude toward the class. He felt that T had successfully handled all of the class assignments and that there were no language difficulties present that prevented T from accomplishing the work needed for this course. He added that T's academic progress as well as social acculturation had been very good and that T could have handled this subject in a mainstream class.

T said that his average in this class was between B and C. He hoped to do better since he wanted to have all A's and B's on his report card. This would place him on the honor roll, which was his goal for the year. T did not feel that he could have handled this subject in a mainstream class.

Summary

T was a 15 year old male student of Chinese origin, enrolled as a 9th grade student. During the 1991-92 year, he was placed at the ESOL 3 level for the second year.

Evaluator observations suggested that T was a quiet, well-behaved and highly motivated student who did good to excellent work in all of his academic classes and was well-liked and respected by both his teachers and peers.

Teacher interviews indicated similar findings. They felt that T was an excellent student, capable of successfully completing all types of assignments and lacking any language difficulties that would hinder or prevent him from accomplishing the work needed for the course. Three of his content area teachers (Algebra 1, World History and General Physical Science) felt that he could have handled the courses in a mainstream class. All of his teachers felt that his academic progress and social acculturation had been excellent.

T was satisfied with the progress he had made in all of his classes. However, he felt that he needed to work harder in General Physical Science in order to make the honor roll. He added that he felt he could have taken the math course in a mainstream class and done well. He did not feel that he could have handled his other academic subjects at the mainstream level.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	26	7-6-77	9	Khmer

Sex	Age (as of 9/91)
M	14 years, 2 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	9-8-81	Not applicable	9-10-84	1

Dates at each ESOL Level:

Level 1: 1984-85, Elementary School
Level 2: 1985-88, Elementary School
Level 3: 1988-91, Middle School; 1991-1992, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1	3 years	4 years	

Student's Daily Schedule:
1. ESOL 3
2. ESOL 3 (tutorial)
3. Humanities (sheltered) - Term 1
3. Physical Education (mainstream) - Term 2
4. World History (sheltered)
5. General Physical Science (sheltered)
6. Lunch
7. Algebra 1 (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 3:	65	66
World History:	51	75
General Physical Science:	65	90
Algebra 1:	75	65
Humanities:	90	94
Physical Education:	-	90

Family Background Factors:

R lived with his parents. His father was unemployed and his stepmother was a homemaker. There were older brothers and sisters who did not live in the household and were employed.

Background Data

R was a 14 year old male adolescent who arrived in the United States in 1981 from his country of origin, Cambodia. He was the youngest of five children. His brothers and sisters were adults and worked in various factories in the city. He lived with his father and stepmother who were unemployed. In 1984, at the age of seven, R enrolled in a local elementary school and was placed in an ungraded class at the Beginning ESOL level. In 1985, he was elevated to the Intermediate ESOL level and remained there until June, 1988.

From 1988 to 1991, R attended a local middle school and continued at the ESOL 3 (formerly Intermediate) level. The ESOL coordinator at the middle school stated that he was not aware of R's lengthy stay in ESOL level 3 and could give no explanation for why it had occurred. Subsequently, R enrolled as a 9th grade student at a local high school. He was placed again at the ESOL 3 level. The ESOL coordinator at the high school and the ESOL 3 teacher were also unaware of R's long stay in ESOL Level 3 and could give no explanation for it.

In the 1992-1993 year, a follow-up call was made to R's ESOL 4 teacher, who stated that he was unaware of the length of time R had spent in the ESOL program and could give no reason for it. However, he stated that R had told him that he preferred being in the ESOL program because of the sheltered classes and the emotional support he received from his ESOL teachers. He added that R had experienced extreme emotional trauma when his mother died and his brother was shot several years ago. This may have accounted for the "uneven" behavior pattern observed by the evaluator in R's academic classes. The teacher felt that R would do better in transitional, rather than mainstream classes. He described R as an average student who could probably do well in a vocational education tract, but lacked the English skills to succeed in a regular mainstream program.

R was not involved in any of the school's extracurricular activities. He liked video games and despite his small size, he enjoyed playing football and basketball with his friends.

Description of Student's Day

In Advisory, R constantly moved around the room, talking to other students. He seemed completely disinterested in any of the Advisory period activities. In the ESOL class, R did not pay attention to the teacher. He constantly "played around" with other students while the teacher was instructing. He seemed completely unprepared for this class, lacking a pen, pencil and notebook. The same type of behavior was displayed in the ESOL tutorial class. In Physical Education, R participated in a basketball game with boys from other ethnic backgrounds (African-American, Hispanic, etc). In general, he interacted well with both Asian and non-Asian students. In World History, he was either staring out of the window or wandering around the classroom. He never took notes or got involved in any of the class activities. The same type of behavior was observed in General Physical Science.

At lunch, he ate at a table with other Asian students and seemed more relaxed. In Algebra 1, R remained in his seat and displayed better attention/concentration skills. However, he seemed totally lost when asked by the teacher to do a problem on the blackboard. As in his other academic classes, he was totally unprepared, lacking a pen pencil and notebook.

R had a tendency to linger in the halls between classes and "played around" with some of the male Asian students. As a result, he was usually late for his classes.

Description of the Student in ESOL 3

R seemed to be totally disinterested in what was being taught. He would leave his seat and wander around the classroom. When the teacher wasn't looking he would "play around" with some of the male students in the class. He never took notes and seemed to be totally unprepared for class (no pen, pencil or notebook).

According to his teacher, R was doing "fairly well" in his class. There had been improvement since the first marking period. However, he continued to hand in incomplete classwork and homework assignments. He also cut class often and did not appear to take his school work seriously. No language difficulties were reported, but his handwriting skills were poor. The teacher felt that R was capable of doing satisfactory work if he applied himself to the task. He also felt that R was appropriately placed in ESOL 3 and his academic achievement and social acculturation were progressing well.

R stated that he was satisfied with his progress in this class. He added that he had a C average.

Description of Student in World History (Sheltered)

R acted like the class clown! He did not remain in his seat and constantly wandered around the classroom talking to other students. (Although the teacher was fully aware of R's behavior, he said nothing and continued teaching). When R decided to take his seat, he stared out of the window. He seemed to be completely disinterested in the teaching and the outline on the blackboard which summarized the class activities for the day. He was completely unprepared for class (no notebook, no pen or pencil, and no homework to turn in).

The teacher interview did not reflect any awareness of this counter productive behavior. On the contrary, his teacher reported that R was doing better than before in his academic work. He felt that were are no assignments that were difficult for R to complete. He also felt that R did not have any language difficulties that would keep him from passing the course nor did he have a negative attitude toward class/homework. He felt that R could have handled this subject in a mainstream class if the textbooks used were simplified. The teacher felt that R's academic progress as well as his social acculturation were proceeding well.

R felt that he was making progress in this class. He stated that he maintained a C average. He felt that he was more comfortable and could do better work in this class than in a mainstream class.

Description of Student in General Physical Science (Sheltered)

R displayed the same type of immature behavior seen previously in his ESOL and World History classes. He was constantly out of his seat, talking to other students, and playing with some. He displayed a complete lack of attention/concentration skills and did not appear motivated by the activities in the classroom. He had no notebook, no pen or pencil, and no homework to turn in.

Again the teacher interview did not reflect any awareness of R's counterproductive behavior. According to his teacher, R was doing "very well". His English language skills were sufficient enough to allow him to accomplish the work needed for the course. He had a positive attitude toward the work assigned and completed these assignments on time. His was well motivated and got along well with all students. However, he felt that R could not have handled this subject in a mainstream class because of the faster pace and the volume of materials covered. The teacher felt that R's academic progress, as well as his social acculturation were proceeding well.

R was very satisfied with his progress in this course. He stated that he had a B average. He felt that he was more comfortable and could do better work in this class than in a mainstream class.

Description of Student in Algebra 1 (Sheltered)

R's behavior in this class was somewhat different from that observed in his other academic classes. He remained in his seat during the entire period. He displayed good attention/concentration skills and participated in the class activities which consisted primarily of solving algebra problems on the blackboard. Although, he was unable to get any of the problems correct and seemed totally puzzled when asked by the teacher to explain his answers, he did appear motivated and interested in learning how to get the correct answers. As in his previous classes, R did not bring a notebook, homework papers, pen and pencil to class.

The teacher interview indicated that R was doing "D" work. According to the teacher, R never completed assignments, never did work on his own and never studied. The teacher added that R had no language difficulties. He felt that the reasons for R's low academic performance was due to lack of motivation, lack of study, and non-completion of classwork and homework assignments. He felt that R could handle this subject in a mainstream class if he applied himself. In terms of academic achievement and social acculturation, he felt that R was progressing well.

R appeared to be very concerned about failing this course. He stated that he was trying hard to pass. He did not feel that he could have taken this class with mainstream students.

Summary

R was a 14 year old male student whose country of origin was Cambodia. He arrived in the United States at age 4 and in the 1991-1992 school year he was in the 9th grade at the ESOL 3 level. This was R's eighth year in the ESOL program.

The evaluator's observations and two teachers' interviews suggested that R had difficulty in attention/concentration skills and lacked motivation and persistence to tasks. However, he possessed good English-speaking and aural comprehension skills. For this reason, some of his teachers felt that he should be doing better work in their classes (ESOL 3 and Algebra 1). Two of his teachers felt that he could have handled their subjects in a mainstream class if he had applied himself more and had the proper textbooks. (World History and Algebra I).

R was satisfied with the progress he had made in his ESOL 3, World History and General Physical Science classes. He was not satisfied with the progress he had made in Algebra I and was concerned about failing this subject for the year. He preferred sheltered classes and did not feel that he could have handled mainstream classes.

According to the information received from teachers and coordinators at the elementary and middle schools R had previously attended and at the high school he was currently attending, no one was aware of R's lengthy enrollment in the ESOL program. As a result, no attempt was made to investigate this situation.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	27	1-15-75	10	Vietnamese

Sex	Age (as of 9/91)
F	16 years, 8 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	4-2-91	10	4-26-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 4-91 to 6-91, High School
Level 3: 1991-1992, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	2 months	1 year	

Student's Daily Schedule:
1. ESOL 3
2. ESOL 3 (tutorial)
3. Humanities (sheltered)-Term 1
3. Physical Education (mainstream)-Term 2
4. Amererican History (sheltered)
5. Genenral Physical Science (sheltered)
6. Lunch
7. Algebra 1 (sheltered)

First Report Period Marks:		Final Report Period Marks:
ESOL 3:	80	81
American History:	75	80
Algebra 1:	88	98
General Physical Science:	90	90
Humanities:	90	90
Physical Education:	-	90

Family Background Factors:
P's family consisted of both parents, two sisters, and one brother. The oldest sister and brother were in college. The youngest sister attended an elementary school. Both parents worked (father repaired houses; mother was a seamstress).

Background Data

P was a 17 year old female from Vietnam who came to the United States in April, 1991 with 10 years of schooling. She entered the school system as a 9th grader and was placed in ESOL 2 for two months. This was followed by placement in ESOL 3 at the 10th grade level for the 1991-92 school year.

P was a very quiet, well groomed adolescent with a pleasant disposition who was liked by her peers as well as her teachers. Her academic work was in the good to excellent range. She tended to get along well with all students, Asian and non-Asian.

Her biggest problem in school was speaking and understanding English well enough so that she could accurately communicate with her teachers and her peers. Little English was spoken by her friends, who were mostly Vietnamese. At home, Vietnamese was almost exclusively spoken.

She did not participate in the school's extracurricular activities or attend after school tutoring in English. Her social life revolved almost entirely around her family. She rarely left the house after she came home from school. She sewed and watched television with her parents.

P came from a stable, working class family background that valued education. Both of her parents were employed as skilled laborers and her older brother and sister were college students.

Description of Student's Day

P sat in the front row of her ESOL class with three other Asian girls. She was well prepared for class with a notebook, and pen and had her homework ready for the teacher's inspection. She took a lot of notes and seemed interested in what was being taught. In Physical Education, she played volleyball with a group of girls from diverse ethnic backgrounds. She seemed to enjoy the game and did not appear to be intimidated by the other girls. In American History, she again sat in the front row with the same Asian girls in her ESOL class. Classwork consisted of answering a series of questions about Native-Americans and using the textbook as a reference. She completed the assignment within the allotted time in a quiet, studious manner.

In General Physical Science, she took notes on chemical equations and then listened intently to the teacher's explanation. She ate lunch with a group of Asian girls (all Asians at the table). She was smiling, talking and seemed relaxed. Algebra 1 seemed to be the class she enjoyed the most. She was much less inhibited in this class. The teacher asked her to solve a series of algebra problems that he had placed on the blackboard. She solved the problems with very little effort.

Description of Student In ESOL 3

P listened intently to the teacher's instructions, took notes, and seemed interested in what was being taught. She had her homework ready for the teacher's inspection. She

was a smiling, pleasant young woman who interacted well with both her teacher and her peers. However, P did not raise her hand to respond in class. (In the student interview, it was discovered that she is very shy about speaking in class because of her lack of good English oral skills).

The teacher felt that P was an above average student. He indicated that she received an 80 for the course in the first report period and would probably receive a higher final mark because of her good work. Although the teacher admitted that P was having difficulty developing good oral English skills, she was still capable of making herself understood. He did not feel that her limited oral English skills kept her from accomplishing the work needed for his course. He also added that he felt she was placed at the appropriate ESOL level, had a positive attitude toward the class, was acculturating well and got along with both Asian and non-Asian students.

P displayed a positive attitude toward the ESOL class when interviewed. She responded that she was doing well (B average). According to P, the primary problem in all of her classes was her limited oral and listening comprehension abilities in English which prevented her from understanding everything that was happening in her classes.

Description of Student in Algebra 1 (Sheltered)

P really seemed to enjoy this class. She was able to correctly do all of the problems the teacher put on the board. In fact, the teacher called upon her to do the problems on the board for the rest of the class to see. Additionally, she was observed explaining the solution to the problems to two Asian girls sitting next to her. She was much less inhibited and much more aggressive than in her other academic classes. This was partially due to the informal, relaxed, less restrictive nature of this smaller class.

The Math teacher reported that P was an excellent student who had shown continuous improvement. She did well on tests, and always did her homework and classwork. However, she was very shy and did not participate in oral class activities. The teacher felt that this was primarily due to her limited oral English skills. He did not feel that P could have handled this subject in a mainstream class. Overall, P was a very good student, according to the teacher, who helped other Vietnamese students in the class with their Algebra problems.

P indicated that she liked Algebra and had an A average in the course. She said that she would have preferred taking this class with regular students, because it would have been more challenging than a class with all ESOL students and it would have helped her improve her English speaking skills. However, she did not feel that she could have taken this class with mainstream students because of her limited English communication and oral skills.

Description of Student in American History (Sheltered)

P sat in the front of the class with three other Asian girls, whom she was seen talking to before the beginning of the class. They appeared to be good friends. She listened intently to the teacher's instructions, took a lot of notes and did not appear to be

distracted by the other students's talking or "playing around". However, she never volunteered to answer questions or participate in oral class discussions.

The teacher felt that P had made remarkable progress in his class. She started out as a D student and was now almost an A student. She was one of the best students in his class. Her only problem was her limited oral English ability. However, this did not prevent her from accomplishing the work needed for the course. Academically, he felt that P was progressing very well. Socially, he felt there might be a problem, since she appeared to associate with only one girl in his class - who was also Vietnamese. He did not feel that P could have handled this course at the mainstream level.

P felt that she had made progress in this class (from C to B). However, she was very conscious of her limited skills in oral English. Also, she did not feel that she could have taken this class with mainstream students.

Description of Student in General Physical Science (Sheltered)

P sat in the front of the class, opened her textbook to the proper section, took out a notebook and pen and waited for further instructions from the teacher. Despite the talking of some of the students in the rear of the classroom, she listened intently to what was being taught and took notes. Her attitude toward the class appeared positive and she seemed to be motivated to learn how to write chemical equations.

According to the teacher P was an excellent student who was constantly improving. She did have difficulty in reading, writing and speaking English. The difficulty she had in reading English created problems in her understanding some science problems. However, she worked very hard at trying to understand the problems which seemed to partially compensate for her lack of good English and reading skills. The teacher felt that she had a positive attitude toward the class, and that she was progressing well in both the academic and social areas. He did not feel that P could have handled this course at the mainstream level.

P felt that she was doing very well in science (A average). She was satisfied with the progress she had made in this course, but felt that she would not have been ready to take a science course with mainstream students because of her limited English skills. She seemed most concerned about her poor oral skills and her limited ability to communicate with English speaking students.

Summary

P, a 16 year old, Vietnamese female was a 10th grade student in ESOL 3. Evaluator observations and teacher interviews indicated that P was a bright student who was performing at the A/B level in all of her classes. Her teachers felt that she had a positive attitude toward learning and was progressing well both academically and socially. However, they did not feel that she could have handled their courses at the mainstream level because of her limited oral English ability.

P was satisfied with the progress she had made in all of her subjects. However, she felt that she would not have been able to handle these subjects at the mainstream level because of her limited English skills. She seemed most concerned about her oral skills and her limited ability to communicate with English speaking students.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	28	11-24-72	9	Laotian

Sex	Age (as of 9/91)
M	18 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Laos	3-25-91	8 years in Thailand 1 year in Laos	9-12-91	3

Dates at each ESOL Level:

Level 1:
Level 2:
Level 3: 1991-1992, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
		1 year	

Student's Daily Schedule:
1. ESOL 3
2. ESOL 3 (tutorial)
3. Algebra 1 (sheltered)
4. Humanities (sheltered) - Term 1
4. Physical Education (mainstream) - Term 2
5. General Physical Science (sheltered)
6. Lunch
7. World History (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 3:	88	86
Algebra 1:	88	96
General Physical Science:	65	90
World History:	72	80
Humanities:	W	70
Physical Education:	-	90

Family Background Factors:
P lived with his parents and a younger sister. Both parents were employed.

Background Data

P was a 19 year old, male student of Laotian origin who entered the United States in March 1991. In the 1991-1992 school year, he enrolled as a 9th grade high school student and was placed in the ESOL program at Level 3. Before coming to the United States, he had attended school in Laos for one year and Thailand for eight years.

P was not involved in the school's extracurricular activities or after-school tutorial program. He worked as a cook in a Japanese restaurant in his free time. When not working or in school, he enjoyed jogging.

P lived with his parents and a younger sister who was also a student at this high school. Both parents were employed.

Description of Student's Day

In ESOL 3, P entered the class on time and sat in the front with two Asian boys. He smiled and talked briefly. Once the period began, he gave the teacher his full attention. He took notes, did his classwork and seemed positively motivated to learn. In the ESOL tutorial, he spent most of the period getting help with his homework from a bilingual tutor. In Algebra 1, he had homework to hand in, did his classwork and seemed to enjoy the challenge of the work. In Physical Education, P played basketball on a multi-ethnic team. He interacted well with the other players.

The General Physical Science class was noisy with students constantly talking and yelling across the room to each other. P sat near the front of the class and concentrated on the teaching. He took notes and seemed to be interested in what was being taught. At lunch, he shared the table with his sister and other Asian boys and girls. He appeared relaxed and more talkative than in previous observations. In World History, P was quiet, took notes, but did not raise his hand to participate in any of the class discussions.

Description of the Student in ESOL 3

P arrived on time for his class. He sat near the front of the room with his sister, who was also a student in this class. P was quiet, listened to the teacher and took notes. He seemed motivated to learn and interested in what was being taught, but never raised his hand to respond to teacher questioning.

The teacher felt that P was a good student and doing B work. He added that P was experiencing problems in English conversation, writing and comprehension. The assignments that seemed to pose the most difficulties were those dealing with sentence creation and grammatical structure. He felt that P was properly placed at the ESOL 3 level and was not ready for mainstream classes. He added that P's academic progress had been "average" and that his social acculturation had proceeded slowly since P tended to interact only with Asian students.

P was satisfied with the progress he had made in this class (B average).

Description of Student in Algebra I (Sheltered)

P seemed very confident in his mathematics abilities. He completed the classwork before most of the other students, but would not volunteer to put the problems on the blackboard. He handed in completed homework. When the teacher checked his classwork and homework, she praised him for his excellent work. He smiled and seemed very pleased with his efforts.

The teacher indicated that P was an excellent student. She felt that he could handle all of the work assigned with ease, and that language difficulties would not prevent him from doing excellent work in this class. She added that his academic progress had proceeded well. She felt that P might have been able to handle this subject in a mainstream class.

P was satisfied with the progress he had made in this class (A average). He felt that he could have taken this class with mainstream students.

Description of Student In World History (Sheltered)

P opened his textbook to the assigned page, listened to and followed the teacher's directions. He completed his classwork and turned in this homework. He did not seem overly enthusiastic nor did he appear bored with the class. He listened to the teacher and copied notes from the blackboard. As in his other classes, P did not participate in oral class activities.

The teacher felt that P was doing satisfactory work but was having difficulty passing major tests. He felt that this was due to P's limited English comprehension skills. Academically and socially, he felt that P was progressing well. He added that P's ability to handle this subject in a mainstream class depended upon tne textbook used.

P was not satisfied with the progress he had made in this subject. He said the subject was "too hard". He did not feel that he could have taken this subject with mainstream students.

Description of Student in General Physical Science (Sheltered)

The classroom was very noisy with students shouting to each other across the room. P seemed to ignore this confusion and concentrated on the teacher's lecture.. He opened his textbook to the assigned page and read the contents. He also copied notes from the blackboard. P seemed interested in what was being taught (chemical reactions) and appeared highly motivated.

The teacher felt that P had shown a lot of improvement and was doing well in this class. Problem areas were P's limited English speaking and writing skills. However, the teacher did not feel that they were severe enough to prevent P from accomplishing the work need for this course. He felt that P's academic achievement and social acculturation had proceeded satisfactorily. Although he felt that P was a hard worker and highly motivated, he did not possess the English skills to function in a mainstream class.

P was satisfied with the progress he had made in this class (A average). He did not feel that he could have taken this class with mainstream students.

Summary

P was a 19 year old male student of Laotian origin. He had recently arrived in the U.S.A. and was enrolled as a 9th grade student at the ESOL 3 level. Observations and interviews suggested that P was a hardworking, positively motivated and well-behaved student, who took his academic work seriously and attempted to do his best in all of his classes.

All of P's teachers felt that his academic progress had proceeded well despite the difficulties P was having with English writing, comprehension and conversation. Two of his teachers (ESOL 3 and General Physical Science) felt that P could not have handled their subjects in a mainstream class because of his limited English skills. The Algebra 1 and the World History teachers felt that he might have been able to handle their subjects in a mainstream class. The World History teacher added that P's ability to function in a mainstream class depended upon the textbook used.

P was satisfied with the progress he had made in ESOL 3, Algebra I and General Physical Science, He had an A to B average in these subjects. He was not satisfied with the progress he had made in World History. He felt that this subject was "too hard." He felt that he could have taken Algebra 1 with mainstream students but not World History and General Physical Science.

STUDENT INFORMATION FORM

School: 2 Sheltered Class : General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	29	9-1-73	9	Laotian

Sex	Age (as of 9/91)
F	18 years

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Laos	3-25-91	8 years in Thailand 1 year in Laos	9-91	3

Dates at each ESOL Level:

Level 1:
Level 2:
Level 3: 1991-1992, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
		1 year	

Student's Daily Schedule:
1. ESOL 3
2. ESOL 3 (tutorial)
3. Algebra 1 (sheltered)
4. Humanities (sheltered) - Term 1
4. Physical Education (mainstream) - Term 2
5. General Physical Science (sheltered)
6. Lunch
7. World History (sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 3:	86	85
Algebra 1:	W	82
General Physical Science:	80	90
World History:	71	83
Humanities:	W	70
Physical Education:	-	90

Family Background Factors:

P lived with her parents and an older brother who was also a high school student. Both parents were employed.

Background Data

P was an 18 year old female student of Laotian origin who entered the United States in 1991. In Fall, 1991 she enrolled as a 9th grade high school student. She was placed in the ESOL program at Level 3. Before coming to the U.S., she had attended schools in Laos and Thailand for nine years.

P was not involved in the school's extracurricular activities or after school tutorial program. She worked as a cook in a Thai restaurant in her free time. When not working or doing homework, she enjoyed sewing and watching television.

P lived with her parents and an older brother, who was a student at the same high school. Both parents were employed.

Description of Student's Day

P arrived on time for her first period class, ESOL 3. She talked to her brother and several Asian girls at the start of the period. Once the teaching began, P listened intently, took notes and actively participated in the class activities by raising her hand to answer the teacher's questions. She seemed to be a friendly, outgoing young woman who took learning seriously. In the ESOL tutorial, she again talked to her brother and several Asian girls at the beginning of the period, but stopped as soon as the instruction began. P spent this period doing her homework, alone. In Algebra 1 she sat next to her brother who helped her with problems she did not understand. She took notes, did the classwork and actively participated in the class activities.

In Physical Education, she played volleyball with a group of Asian girls. She seemed to enjoy the game, interacting with other students. General Physical Science was a noisy, unruly class. Students talked loudly and tossed paper balls at each other behind the teacher's back. P sat in the rear of the class, took notes but did not display the motivation and interest seen in her other classes. At lunch, she shared a table with her brother and other Asian boys and girls. She was talkative and outgoing. In World History, she appeared motivated again, took notes and actively participated in the class activities.

Description of Student in ESOL 3

There were several unruly students in this class who talked constantly and "played around" for most of the period. P tended to ignore these distractions and concentrated on what was being taught. She took notes and actively participated in the class activities. She responded well to the teacher's questions in spite of her limited English speaking skills.

The teacher indicated that P worked well in his class and had a B average. He felt that assignments involving the creation of English sentences were difficult for P. He also said that P had difficulty speaking English. He felt that her academic progress had been "average" and that she was properly placed at the ESOL 3 level and not ready for mainstreaming at this time. He added that P's social acculturation had been "slow" because she interacted only with Asian students.

P was satisfied with the progress she had made in this subject (B average). However, she felt that she needed help in English vocabulary skill building.

Description of Student in Algebra 1 (Sheltered)

P was well motivated in this class. She engaged easily in the class activities and constantly raised her hand in response to the teacher's questions. She did her classwork and had her homework ready for the teacher's checking. She received an A on a test returned by the teacher and happily shared the news with the two Asian girls sitting near her.

The teacher stated that P was doing very well in this class (A-B average). She was motivated and wanted to learn Algebra. Assignments which involved reading comprehension proved difficult for P because of her limited English comprehension skills. However, she excelled in the other areas. Although the teacher felt that P's academic progress had been good, she did not feel that P could have handled this subject in a mainstream class because of her poor English reading comprehension ability. Her social acculturation had proceeded well and she interacted with both Asian and non-Asian students in a friendly manner.

P said she was satisfied with the progress she had made in Algebra 1 (B average). She felt that she could have taken this subject in a mainstream class this year and done well.

Description of Student In World History (Sheltered)

P seemed motivated. She listened to the teacher's lecture, took notes, did not seem bored or disinterested. She would occasionally ask the Asian girl sitting near her to explain something that the teacher had said. She did her classwork and turned in homework. However, she did not raise her hand at any time during the class period, to respond to teacher questioning.

The teacher felt that P was doing satisfactory work. He felt that her major problem was with tests which she had difficulty understanding. He stated that P had a positive attitude toward the class and was a hard worker. He felt that her academic achievement and social acculturation had proceeded well. He added that her ability to handle this subject in a mainstream class would depend upon the textbook used.

P was satisfied with the progress she had made in this class. She said she had a B average, but did not feel that she could have taken this subject in a mainstream class.

Description of Student in General Physical Science (Sheltered)

P did not seem motivated in this class. The class was noisy with students yelling across the room to each other. The teacher took the first part of the period to restore order to the class. P took notes and listened to the teacher. However, there were times she seemed disinterested in the teacher's lecture and would talk to the Asian boy sitting near her. Also, she never raised her hand to respond to the teacher's questions.

The teacher felt that P was doing well, despite the fact that she had limited English skills. He felt that she was motivated and did the work required of her. He said that her academic achievement and social acculturation was progressing "O.K." He did not feel that P could have handled this subject in a mainstream class.

P stated that she was very satisfied with the progress she had made in this subject (A to B average). However, she did not feel that she could have handled this subject successfully in a mainstream class.

Summary

P was an 18 year old female student of Laotian descent who was a relatively new arrival. She was currently enrolled as a 9th grade, high school student at the ESOL 3 level. Prior to coming to the United States, she had attended school for nine years in Thailand and Laos.

Observations and teacher interviews suggested that P was a highly motivated, conscientious student who worked hard in her academic classes and was sincere about learning. All of P's teacher's stated that she had progressed well, academically. The teachers were divided in their appraisal of P's social acculturation. The World History and Algebra teachers felt that P had progressed well in this area since she interacted positively with both Asian and non-Asian students. On the other hand, the ESOL 3 and GPS teachers felt that her social progress had been "slow", since she tended to make friends with only Asian boys and girls. The majority of the teachers felt that she would not have been able to handle their subjects in mainstream classes because of her limited English skills. The World History teacher felt that with the proper textbook, P might have been able to handle a mainstream class.

P was satisfied with the progress she had made in all of her major academic classes. She stated that she had an A-B average in all of these subjects. However, she was not satisfied with the progress she had made in her English vocabulary skills. She added that she felt she could have taken Algebra 1 in a mainstream class and been successful.

STUDENT INFORMATION FORM

School: 2 — Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	30	2-15-74	10	Chinese

Sex	Age (as of 9/91)
M	17 years 6 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
China	9-19-89	7	10-18-89	2

Dates at each ESOL Level:

Level 1:
Level 2: 1989-90, Elementary School; 1990-91 Upper Darby High School (half year); a Philadelphia High School (half year)
Level 3:
Level 4: 1991-92, High School

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	2 yrs.		1 yr.

Student's Daily Schedule:

1. Health Education (Mainstream - Term 1)
1. Physical Education (Mainstream - Term 2)
2. American History (Sheltered)
3. Geometry (Mainstream)
4. ESOL 4
5. Lunch
6. Algebra 2 (Sheltered)
7. General Physical Science (Sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 4	65	30
American History	W	65
Geometry	W	82
Algebra 2	82	80
General Phys. Sci.	80	92
Health Education	80	90
Physical Education	-	90

Family Background Factors:
Father: Restaurant business.
Mother: Homemaker

Student Background Data

Z. was 15 1/2 years old when he came to the U.S. in May 1989 after seven years of schooling in China. He did not know any English. He entered elementary school at ESOL Level 2 in the 1989-90 school year. He spent half of the following year in Upper Darby, and half of the year at a Philadelphia high school repeating Level 2. By 1991-1992, he was moved to ESOL level 4.

Z.'s father was a cook who ran a Chinese restaurant in a suburban area. His mother was a homemaker and his two brothers were students.

Z.'s native language is Chinese -- both the Mandarin and the Fuzhou dialects. He knew how to read and write Chinese and therefore the interview with him was conducted in Mandarin.

He reported that nobody helped him with his school work either at school or at home. He felt he could get along very well with Asian students, especially Chinese students, but not with non-Asian students due to the differences in cultural background. He said he did not have American friends.

In his leisure time, Z. got together with friends and enjoyed playing basketball and tennis. He also liked to play pool, go bowling, watch Chinese films and read Chinese novels. He joined a Chinese Club when he was at Upper Darby High School, but did not participate in extracurricular activities at his current school.

Description of Student's Day

Z. began his day in Advisory and then went to his Physical Education class, where he played basketball with two Caucasian students and an African-American student. He moved on to his American History class, where he sat by himself and did not talk to anyone. He answered a question, watched a film about the right to petition and generally paid attention. He seemed to be able to follow what was going on in the class and was actively involved in the lesson. In his next class, Geometry, Z. talked to an Asian student in English before the class started. Z. constantly raised his hand to answer questions and paid attention throughout the class. He then moved on to his ESOL class, where he was inattentive throughout class.

At lunch, Z. sat and chatted with a Philippine student and some African-American students. After lunch Z. went to his Algebra 2 class and started working on the Algebra textbook. He volunteered to answer, asked questions, and tried to get across his points to the teacher. He paid attention and seemed to enjoy the class. His last class for the day was General Physical Science. Z. spoke to a Cambodian and an African student before the class, read aloud part of the lesson, wrote classroom assignments and helped the teacher clean the blackboard.

Description of Student in ESOL 4

Z. talked to a girl from Taiwan and to the evaluator in Chinese before the class. The ESOL teacher explained some proverbs such as "I am the master of my fate. I am the captain of my ship." Z. did not pay attention and seemed to be bored with the lesson. He read his Geometry textbook, talked to a Vietnamese girl, ate potato chips, took a nap and gazed at the wall.

The ESOL teacher indicated that Z. was doing very poorly due to his "lack of response, never taking notes, ignoring the class, no participation, doing Math in class, totally indifferent, using four-letter words to the teacher." He said he did not like Z. because Z. was arrogant. He also said Z. was doing badly and would get a "W" this year. He had difficulties with all kinds of assignments because of his indifference and lack of participation. He felt that Z. should have been in ESOL 3 instead of ESOL 4. The ESOL teacher said Z. kept to himself and did not mingle with other students.

In an interview, Z. said he did not know any English before he came to the U.S. and he felt that learning English was neither hard nor easy. He indicated that he learned English by studying at school, talking to American and Asian students, looking up new words in the dictionary, watching TV and talking to Americans in his father's restaurant. He said he spoke both English and Chinese with his friends at school, and most of time he spoke Mandarin and Fuzhou outside of school. He said he was not satisfied with his progress in English and he felt he needed to improve his grammar, speaking, writing and reading. However, he felt he was not learning anything in his ESOL class.

Description of Student in Math (Mainstream Geometry and Sheltered Algebra)

In the mainstream Geometry class, an Asian student sat in front of Z. and another Asian student sat behind him. Before the class started, Z. talked to an Asian student in English. Z. constantly raised his hand to answer questions and paid attention throughout the class.

In the sheltered Algebra 2 class, Z. did not talk to anyone before class, preferring instead to read the Algebra textbook. He volunteered to answer all the time, asked a question on two occasions and tried to explain his point of view a couple of times. He paid attention, laughed when the teacher made jokes and appeared to enjoy this class.

The Geometry teacher said Z. was doing very well and had made great improvements in this class. He said Z. got a "W" in Algebra for his first report period but would get an "A" in the final report period. The teacher said that although the language in Geometry is difficult, Z. did not have any difficulty because his knowledge of the content was very good. His attitude towards the work was excellent and he was very well organized. The teacher indicated that Z.'s language difficulties did not keep him from accomplishing the work needed for the course. He said Z. was very sociable but he did not mingle with African-American students.

The Algebra teacher said Z. was a good student and did well consistently: "Z. is always prepared, answers and asks questions, is industrious and always finishes his work." He said Z. sometimes had problems with reading, but he asked questions. The teacher did not think Z.'s language difficulties kept him from accomplishing the work needed for the Algebra class.

The teacher felt that Z. could have handled Algebra 2 in a mainstream class. He was of the opinion that some ESOL students were better than mainstream students in Math. He reported that Z. had a good attitude towards other students and could get along with both Asian and non-Asian students.

In the student interview, Z. reported that he was satisfied with the progress in his two Math classes. He said he would have preferred taking both classes with mainstream students.

Description of Student in American History (Sheltered)

The teacher showed a film of case studies dealing with the right to petition. The teacher commented, questioned and discussed each case after it was shown. One-third of the 22 students were Asian, the others included Africans and Hispanics.

With a soft drink on the table, Z. put his feet on a chair, sat alone and did not talk to anyone. He answered a question, watched the film and paid attention. He seemed able to follow what was going on in the class and was actively involved in the lesson.

The American History teacher said Z. had an average of 35 on his test scores, and that he would probably not be able to assign a final mark. He thought that Z. had language difficulties: "He doesn't communicate with anyone. All written assignments cause [him] problems. Z. does his work and tries. He does work slowly because of his language difficulties which keep him from accomplishing the work needed for this course."

In the student interview, Z. reported that he was not satisfied with the progress he was making in American History class because "the teacher doesn't teach." He said he would have preferred taking this class with native English speakers and felt that he could have handled a mainstream class.

Description of Student in General Physical Science (Sheltered)

Before the Science class, Z. spoke to a Cambodian and an African student. He did a good job when the teacher asked him to read aloud from the textbook. He wrote the classroom assignments and helped the teacher clean the blackboard.

The Science teacher said Z. was doing well and showed considerable improvement. He said Z. had a little difficulty with reading assignments due to the new words, but that Z.'s difficulties with the meaning of words and pronunciation, did not keep him from accomplishing the work needed for this course. He said Z. might have been able to handle

General Physical Science (GPS) in a mainstream class. He thought Z. was motivated and got along well with other students.

Z. said he was doing "O.K." in GPS class. He reported that he would have preferred taking GPS with native English speakers and felt that he would have been able to handle mainstream GPS.

Summary

Z. was more independent than some other Asian students. He appeared willing to improve his English by mingling with native-English speakers. He ate lunch and played sports with them.

He could not get along with his ESOL teacher who is not a native English speaker. Z. thought English should be taught by a native-English speaker. The ESOL teacher reported that Z. was indifferent to the class, had no respect for him, and should have been placed in ESOL 3.

Z. took two Math classes because he was interested in Math and thought about going to college. His Math teachers praised him very highly.

Z. expressed frustration because he felt that some of his teachers "don't know how to teach". He indicated that he planned to move to a suburban school because he did not like the public school which was "not well-organized." Z. was given a final mark of 30 in ESOL and barely passed American History. His Math and Science marks were much better.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	31	8-30-75	11	Malayalam

Sex	Age (as of 9/91)
M	16 years

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
India	10-6-91	10 yrs.	10-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 10-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr.		

Student's Daily Schedule:

1. ESOL 2
2. ESOL 2 (Tutorial)
3. Humanities (Sheltered - Term 1)
3. Physical Education (Mainstream - Term 2)
4. Lunch
5. General Math 2 (Sheltered)
6. American History (Sheltered)
7. General Physical Science (Sheltered)

Second Report Period Parks: (First Report Period Marks were not assigned)		Final Report Period Marks:
American History	75	80
ESOL 2	65	80
General Phys. Sci.	90	92
General Math 2	86	87
Humanities	77	77
Physical Education	-	90

Family Background Factors:
Father: Worked for a heating company.
Mother: Homemaker

Student Background Data

A. came to the U.S. in October, 1991 at the age of 16. He had 10 years of education in India, where he learned to read and write in Malayalam. A. and his younger sister were placed in ESOL 2 in October 1991 as a result of testing at the Welcome Center. They stayed in the same ESOL level throughout 1991-92 school year.

A.'s father was a businessman and his mother was a homemaker. He had one older and one younger sister.

A. said that when he needed help with his school work, his Indian and other Asian friends and his teachers and tutors helped him at school, and his father and sister helped him at home. He indicated that although he did not have any American friends at school, he got along well with Americans. A. reported that his friends spoke Malayalam, Chinese, Vietnamese and English in school, and Malayalam and English outside of school.

In his leisure time, A. watched TV and chatted with his friends. He did not participate in any extracurricular activities at school.

Description of Student's Day

A. began his day in ESOL 2. Before the class started, he spoke to two Asian students. He read aloud following the teacher's example and paid attention. He chatted with an Indian student in the hallway before the ESOL Tutorial class started. During the Tutorial class, he talked to two Indian girls, and was helped by an Asian tutor. For most of the time, he either worked on his assignments quietly, or stared blankly and did nothing. He then went to his Physical Education class where he played basketball with Asian and African-American students. Later on he joined some Asian students and played volleyball. A. and his sister then went to the line for lunch. At lunch, he sat with some African-American and Indian students, including his older sister.

After lunch, he went to his Math class with an Indian student where he answered questions occasionally, asked the teacher a question about the classroom assignment, worked on his own, wrote notes, talked to his Indian friend, and paid attention. He then moved on to his American History class,where he sat next to a Indian student, and in front of his sister. He did not answer or ask questions throughout the class. His last class for the day was General Physical Science (GPS) where the teacher did not interact with the students and gave them a written assignment. M. worked on some assignment and talked to his sister and another Indian student once in a while.

Description of Student in ESOL 2

Before the class started, A. spoke to two Asian students in English. The teacher had the students read aloud after her. A. read in a loud voice when instructed to do so by the teacher and paid attention. Then he worked on tasks assigned by the teacher.

The ESOL teacher reported that A. was doing well, and that his attitude towards the work was very good, "He does everything, he is very cooperative." She felt that A. was

improving. Because A. was new to the country, he got a "65" for the second report period, but the teacher said that he would get an "80" in the final report period. The teacher explained that A. had difficulties with written assignments due to his poor English, but that language difficulties did not keep him from accomplishing the work. In the teacher's opinion, A. was placed in the appropriate ESOL level. She said A.'s attitude towards both Asians and non-Asians was quite good, "He is not too aggressive, and not too shy". Although, the teacher added, "He speaks too much Malayalam".

In the student interview, A. said he had known some English before he arrived in the U.S. He felt that learning English was difficult, but would get easier in the near future. The strategies he used to learn English were to go to school, study English books, watch TV and talk to people. He said he spoke English with Asian and American students every day at school, and with an American neighbor two to three days a week. Although A. said that he was satisfied with his progress in English, he felt he still needed to improve in all areas of the language.

Description of Student in General Math 2 (Sheltered)

A. walked to the Math class with an Indian student,where he answered questions occasionally, asked the teacher a question about the classroom assignment, worked on his own,wrote notes, talked to his Indian friend, and generally attended to the lesson.

The Math teacher said A. was improving and was doing well, especially with Algebra. "His attitude towards the work is positive. He does his work and enjoys his work." The teacher did not feel that A. had difficulties with this subject and thought that he would have been able to handle this subject in a mainstream class although he would have struggled. He indicated that A. was more outgoing than other Asian students and he communicated with everybody.

The student indicated that he was satisfied with the progress he was making in this sheltered Math class and that he preferred taking this subject with other ESOL students. He felt he would not have been able to handle General Math 2 in a mainstream setting.

Description of Student in American History (Sheltered)

In the American History class, A. sat next to an Indian student, and in front of his sister. He paid attention, but did not answer or ask questions throughout this class.

The teacher indicated that A. was very cooperative and did much better than his sister, and a little better than the average student in this class. He said that despite the fact that A. had difficulties with all kinds of assignments because of his English, he was making very good progress.The teacher indicated that A.'s English difficulties were"words, slang, ... and speaking too quickly". In the teacher's opinion, these language difficulties did not keep A. from accomplishing the work needed for the class. The teacher felt that A. would not have been able to handle this class in a mainstream setting, but "next year he will be able to handle it." The teacher said A. got along very well with both Asian and non-Asian students, "He is very generous. He calmed down a friend of his who was slapped by a Hispanic girl."

The student reported that although he had problems at times, he was doing "O.K." in American History class. He thought that the sheltered American History was more helpful to him because, "It is too hard to take American History with American students." A. did not think that he would have been able to handle American History with regular students.

Description of Student in General Physical Science (Sheltered)

In the General Physical Science (GPS) class, the teacher had little planned and A. sat and did some assignments. He talked to his sister and another Indian student.

The teacher reported that A. was motivated and positive towards the work in the class. He said that A. did very well, and got a "90" for the second report period. He indicated that although A. had difficulties with vocabulary,pronunciation and reading, these difficulties did not keep him from accomplishing the work needed for the course. In his opinion, A. was placed in the appropriate ESOL level.The teacher felt that A. might have been able to handle GPS in a mainstream class. He said that A. got along well with other Asian and non-Asian students.

The student reported that he was satisfied with the progress he was making in GPS, and that he preferred taking this kind of class with ESOL students. He did not think he could have handled GPS in a regular class.

Summary

Because of A.'s educational background and his limited English, he was placed in ESOL 2 after arrival, and stayed at the same level throughout 1992-92 school year. In the ESOL and Science teachers' opinion A. was placed in the appropriate ESOL level.

His Math and Science teachers felt that he might have been able to handle mainstream classes, but indicated that they would have been a struggle for him. The American History teacher thought A. could not have handled this subject in a mainstream class. A. himself felt that because of his limited English, he would not have been ready to handle any of these classes in a mainstream setting, especially American History.

A. was an outgoing student who communicated with everybody at school, while speaking his native language frequently.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	32	2-2-75	9	Khmer

Sex	Age (as of 9/91)
F	16 years, 7 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	8-8-84	1 year (Malaya)	9-84	1

Dates at each ESOL Level:

Level 1: Fall 1984-88, Elementary School; 1988-89 Middle School
Level 2: 1989-90, Middle School
Level 3: 1990-92, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
5 yrs.	1 yr.	2 yrs.	

Student's Daily Schedule:

1. General Math 1 (Mainstream)
2. Humanities (Mainstream- Term 1)
2. Physical Education (Mainstream - Term 2)
3. World History (Sheltered)
4. Lunch
5. ESOL 3
6. ESOL 3 (Tutorial)
7. General Physical Science (Sheltered)

Second Report Period Parks:		Final Report Period Marks:
Humanities	70	70
World History	89	80
General Math	-	80
ESOL 3	90	90
General Physical Science	92	90
Physical Education	-	90

Family Background Factors:
Father: Deceased
Mother: In Cambodia

Student Background Data

H. came to the U.S. in 1984 when she was nine years old. She had no previous education in Cambodia, her home country, but had been to school for one year in Malaysia. She knew no English on arrival, and was not literate in Khmer, her native language. She was placed in ESOL Level 1, where she stayed for five years. She then spent one year in Level 2 and was in her second year of Level 3 in 1991-92.

H.'s father died in 1986. She lived with her grandmother. H. discovered recently that her mother was still alive and lived in Cambodia. H. had three sisters who were in the U.S.A., and one brother in Thailand.

H. reported that when she needed help with her academic work, nobody helped her at home, but at school her ESOL teachers, Asian friends and tutors helped her. H. said she did not have American friends. She felt that some Americans did not like Asians, although she did have some interaction with American students. She did not participate in any after-school activities. She said that she enjoyed reading English stories, watching T.V., and helping with the cooking and other household chores.

Description of Student's Day

H. began her day in General Math where she sat at the front of the class and kept to herself. She paid attention, took notes and asked the teacher questions. She then went to Physical Education class where she played volleyball and badminton with students from different ethnic backgrounds. H. moved on to her World History class, where she paid attention, worked on the class assignment on her own and asked the teacher a question. At lunch, H. sat with other Cambodian and African-American students, but only talked to the Cambodian students. After lunch, she went to the ESOL class where she volunteered to answer questions and paid attention. In the next class, the ESOL tutorial, H. discussed the assignments with a Cambodian and an African student. Her last class for the day was General Physical Science. She helped the teacher distribute and collect the textbooks, read the text aloud correctly, and did her classroom assignment.

Description of Student in ESOL 3

Before class, H. talked to a Cambodian and an African student. It seemed H. was well prepared for this class. She was very quiet and did not interact with other students. She volunteered to answer questions and paid attention, but was not actively involved in the class.

The ESOL teacher said H. was very pleasant, did all her work and did very well academically. He reported that socially H. did fairly well but preferred talking to two older Cambodian students in the class. He said that H.'s first report period mark [90], was consistent with her current performance in ESOL. He indicated that because of H.'s shyness, she had problems with oral presentations and was afraid of talking to someone whom she did not know. But he also said H. would help students who were Asian and non-Asian. The teacher reported that H. should have been in ESOL 4 and that he would

recommend that she take Transitional English in 1992-93. He felt that H. could not have handled English in a mainstream class.

Although the student reported that she did not know any English when she came to the U.S., she felt that learning English was not particularly difficult and she enjoyed learning it. She reported that she learned English by speaking to her cousins, watching TV, talking to people, going to school and asking questions of her friends, cousins and neighbor. H. said she spoke English to African-Americans and other Asian students everyday at school, and to her cousins at home. However, most of her friends spoke Khmer, and for most of time she spoke Khmer at home. She said she was satisfied with her progress in English, but she felt she still needed to work on reading and writing.

Description of Student in General Math (Mainstream)

H. sat at the front of the Math class where she was the only Asian student, and kept to herself throughout the class. She paid attention and took notes. She asked the teacher questions about the classroom assignment.

The Math teacher said H. was doing well. "She is very diligent and keeps up with things. She got a 75 in Math in the second report period. She is pretty quiet and never makes the teacher aware of her. She is slow but is improving." He reported that H. did not have any difficulties with assignments because this subject does not depend heavily on language skills. He said H. kept to herself at the beginning of the year but was mixing a little now.

The student reported that she hated Math and was not satisfied with her progress. She was taking Math with mainstream students and felt she could manage it.

Description of Student in World History (Sheltered)

Before class, H. greeted a female Cambodian student who sat in front of her. She paid attention, worked on the class assignment on her own, asked the teacher a question but did not interact with any of the students.

The teacher said H. was doing satisfactorily as indicated by her first report mark [80]. However, he also indicated that despite H.'s positive attitude towards the work, she did not do well on the major tests. He reported that H. was very quiet in class, but did not feel that her language difficulties kept her from accomplishing the work needed for this course. He felt that if the mainstream class had used easier books, H. could have handled the subject in a mainstream class. He said socially H. was doing adequately;"She seems to get along. Nobody bothers her, and she does not bother others."

The student reported that she was not satisfied with the progress she was making in World History because she did not know the meaning of some words. She said she would have preferred to have taken World History with native English speakers along with some other Asian students. She felt that this would have helped her to improve her English, and "Asian students help each other with the school work." H. felt she would have been able to handle World History in a mainstream class.

Description of Student in General Physical Science (Sheltered)

H. helped the teacher distribute and collect textbooks, read aloud and correctly when she was called to do so, did her classroom assignments, and spoke to a Vietnamese female student during class. For about ten minutes before the end of class, she along with other students, waited for the bell to ring and did not do anything.

The teacher said H. was doing very well in class as indicated by her first report period mark of "92". He reported that despite H.'s hard work, she had problems with reading assignments and spoken presentations. He said H. had language difficulties in such areas as word comprehension and pronunciation, but these difficulties did not keep her from accomplishing the work needed for this course. The teacher said H. might have been able to handle General Physical Science (GPS) in a mainstream class. He indicated that although H. was shy and sensitive, she got along well with Asian and non-Asian students. The student reported that she was doing fine in GPS and felt that she could have handled a mainstream class, and would have preferred taking GPS with mainstream and Asian students.

Summary

H. was a quiet, disciplined student. She preferred asking teachers questions individually rather than in front of other students. She did not have anybody to help her academically at home because she lived with her grandmother who did not know any English.

This student was in her eighth year of ESOL. All H.'s content-area teachers felt that although she still had difficulties with English, this did not critically hinder her performance at school. They felt that she could probably have handled mainstream classes and her ESOL teacher felt that she should have been placed in ESOL Level 4. He reported that he was planning to recommend her for Transitional English in 1992-1993.

STUDENT INFORMATION FORM

School: 2 | Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	33	6-12-74	10	Korean

Sex	Age (as of 9/91)
F	17 years, 3 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	1-21-91	11 years	3-8-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 3-91 to 6-91, High School
Level 3: 1991-92, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	3 months	1 yr.	

Student's Daily Schedule:

1. Health Education (Mainstream - Term 1)
1. Physical Education (Mainstream - Term 1)
2. American History (Sheltered)
3. Geometry (Mainstream)
4. ESOL 3
5. ESOL 3 (Tutorial)
6. Lunch
7. General Physical Science (Sheltered)

	First Report Period Marks:	Final Report Period Marks:
Health Education	90	90
Physical Education	-	90
American History	70	75
Geometry	88	100
ESOL 3	90	90
General Physical Science	90	91

Family Background Factors:

Father: Ran a Korean restaurant
Mother: Grocery clerk

Student Background Data

K. was 16 years old when she came to the U.S. in January 1991 after 11 years of schooling in Korea. K. was literate in Korean, and she spoke the language at home. She was in ESOL 2 for three months in the Spring of 1991 and moved on to ESOL 3 in the 1991-1992 school year.

If K. needed help with her schoolwork, she called on her Asian friends and teachers. At home, her brother and sisters helped her, and every Monday a Korean counselor from the local community visited the house. She said she did not have American friends and preferred to get together with her Asian friends at school because she did not get along well with non-Asian students.

Her father ran a Korean restaurant and her mother worked in a grocery store. She had one older brother who was a student, and two older sisters who had full-time jobs.

K. did not participate in any extracurricular school activities. In her leisure time, she watched TV, read both Korean and English magazines, and exercised.

Description of Student's Day

K. began her day in Advisory and then went to her Physical Education class, where she did aerobics with other students. She talked to several students from different ethnic backgrounds in this class. She moved on to her American History class and talked to a Korean girl before and after class. She watched the film being shown, paid attention and did not say anything throughout the class. In the Geometry class, K. sat quietly in the front seat and paid attention. She then moved on to her ESOL tutorial class and talked in English with a Cambodian male student who sat next to her. For most of the time, K. quietly studied on her own. In her ESOL 3 class, K. paid attention, did the classroom assignments and answered in a very low voice along with other students. She was very quiet throughout the class.

At lunch K. sat with some Korean male students and chatted with them. Her last class for the day was General Physical Science (GPS.) On the way to the GPS class, K. talked to a Korean female student. In class, K. correctly read aloud from the text when the teacher asked her to do so. For most of the time, K. kept to herself.

Description of Student in ESOL 3

K. paid attention to the lesson and answered in a very low voice in unison with the other students. She did the assignments and looked up new words in a dictionary. She was very quiet throughout the class.

The ESOL teacher said K. was a very serious and hard working student and was doing very well in his class. He said K.'s first report period mark [90] accurately reflected her current performance in ESOL. The teacher did not think K. had any difficulties with assignments. Despite the fact that she had some difficulty with spoken English, this did not keep her from accomplishing the work needed for the ESOL course. In the teacher's opinion, K. was placed in the appropriate ESOL level and would not have been able to

handle this subject in a mainstream class. The teacher said K.'s attitude towards other students, both Asian and non-Asian was excellent.

K. reported that she knew only a little English before coming to the U.S. She did not know how to read a book or a newspaper, have a conversation or understand programs on TV. K. found some aspects of English easy, but she felt it was difficult to pronounce some words and understand some sentences. She learned English primarily from school as well as from watching TV and movies, and reading English stories. Her strategies for learning English were to "memorize the words, write the same words many times and use them in talking and writing." K. reported that she was not satisfied with her progress in English because she felt she still needed to work on writing, speaking, reading and listening, but she was satisfied with her progress in ESOL class. She said she spoke English to other Asian students at school but not every day, and that the only opportunities she had to speak English outside of school were when she went to stores or movies.

Description of Student in Geometry (Mainstream)

K. sat in the front seat and was surrounded by non-Asian students. K. paid attention and was very quiet. She did not talk to anyone in class.

The Math teacher said K. lagged at the beginning of the year but then turned out to be "magnificent, wonderful, always absorbing everything, doing all her homework. In short, one of the best students I have ever had." The teacher said he might give her the highest mark in the class. He said K. did not have difficulty with any assignments. Even though she had some difficulty with English structure, this did not keep her from accomplishing the work needed for the Math course. The teacher said K. could be in a Math star class. He also reported that K. "is very quiet, doesn't talk to other people, and even when she knows the answer she does not raise her hand."

K. reported that she was satisfied with the progress she was making in the class with mainstream students.

Description of Student in American History (Sheltered)

K. talked to a Korean girl before and after class. She watched a film about the right to petition and paid attention. She did not say anything and was very quiet in class.

The American History teacher said K. was doing very well but was inconsistent. He said that K.'s English vocabulary, speaking and writing limited her performance in the course. Although K. had a positive attitude towards the work, the teacher felt she could not have handled American History in a mainstream class. He said K. did not volunteer to answer questions. She would only answer questions directed to her. The teacher also noted that K. only interacted with Koreans.

K. said that some words and sentences from the American History class were difficult for her, but she felt satisfied with the progress she was making in this subject. She reported that she would have preferred to have taken the American History class with mainstream students because she would have had more opportunities to expose herself to English-speaking surroundings. She felt she might have been able to handle mainstream History.

Description of Student in General Physical Science (Sheltered)

On the way to the General Physical Science (GPS) class, K. talked in Korean to a Korean female student. When the teacher asked K. to read aloud from the text, she did incorrectly. For most of the time, K. studied by herself and did not have any interaction with other students.

The GPS teacher said K. was positive, well-motivated and was doing very well in the class. He said K. had difficulties with reading assignments, spoken presentations, pronunciation and the meaning of words. However, these language difficulties did not keep her from accomplishing the work needed for the course. He thought K. might have been able to handle GPS in a mainstream class. The teacher said K. was shy, but got along well with both Asian and non-Asian students.

K. said she had some problems with science vocabulary, but not serious ones. She would have preferred to have taken the GPS class with mainstream students and felt she would have been able to handle mainstream GPS.

Summary

Although K. did very well academically in 1991-1992, she needed to improve her spoken English and increase her vocabulary. She got all "A's" except for one "B" which was basically due to her lack of English proficiency.

In order to expose herself to English-speaking surroundings, K. would have preferred to have been placed in mainstream classes instead of sheltered classes.

K. was usually quiet in class. She did not volunteer to answer questions or interact with other students. Her ESOL and American History teachers felt that K. was placed at the appropriate ESOL level.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	34	1-21-77	10	Malayalam

Sex	Age (as of 9/91)
F	14 years, 8 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
India	10-6-91	10 years	10-1-91	2

Dates at each ESOL Level:

Level 1:
Level 2: 10-91 to 6-92, High School
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr.		

Student's Daily Schedule:

1. ESOL 2
2. ESOL 2 (Tutorial)
3. Humanities (Sheltered - Term 1)
3. Physical Education (Mainstream - Term 2)
4. Lunch
5. General Math 2 (Sheltered)
6. American History (Sheltered)
7. General Physical Science (Sheltered)

	Second Report Period Marks: (First Report Period Marks were not assigned.)	Final Report Period Marks:
Humanities	70	70
Physical Education	-	90
American History	65	70
General Math 2	80	78
ESOL 2	80	90
General Physical Science	90	90

Family Background Factors:
Father: Businessman
Mother: Homemaker

Student Background Data

M. came to the U.S. in October, 1991 at the age of 14 years, 8 months. Before immigrating, she had attended school in India for 10 years where she learned to read and write in Malayalam. Due to her limited knowledge of English, M. was placed in ESOL 2 when she entered the school system in October 1991.

M.'s father was a businessman and her mother was a homemaker. M. had an older sister and an older brother. With the latter, she attended four of the same classes.

When she needed help with her school work, M. got assistance from her teachers and her "Asian and Indian" friends at school. At home she got help from her father and sister. M. felt she did not have problems getting along with students who were not Asian. However, she added: "Some Americans bother me, others are good. Once, when I ate lunch, the students fought with each other. I was so scared."

M. did not participate in extracurricular school activities. At home, she liked watching T.V. and talking to her friends.

Description of Student's Day

M. began her day in ESOL. She sat next to an Indian student and talked to her in Malayalam before class. She answered questions, checked answers with the Indian girl,read by herself and paid attention. In the next class, the ESOL Tutorial, M. studied by herself and discussed the assignments with the same Indian student. She moved on to her Physical Education class, where M. played badminton with Asian and American students with whom she spoke English. At lunch, M. sat with three Indian students, including her older brother, and some other African-American students.

After lunch, she and her brother went to their Math class and M. spoke to the Indian girl sitting next to her before the class started. She paid attention, wrote notes, and worked quietly on the classroom assignment. She did not ask or answer questions. In her next class, American History, M. sat in front of her brother. She paid attention, but did not try to answer questions. She was very quiet throughout the class. Her last class for the day was General Physical Science (GPS). She talked to an Indian and a Russian student before class. The GPS teacher gave the students seatwork during this period. M. reviewed the text by herself and spoke to her brother and another Indian student in Malayalam.

Description of Student in ESOL 2

In ESOL, M. sat next to an Indian student and talked to her in Malayalam before class. She raised her hand to answer questions and checked her answers with the Indian girl. She paid attention but, when other students read aloud after the teacher, she did not participate. Instead, she read the worksheet on her own and discussed it with the Indian student.

In the interview, the ESOL teacher reported that M. was serious about her work, that she participated, and was motivated. She felt that M. was doing well and had improved over

the year. She got an "80" for the second report period and a "90" for the third report period. The teacher indicated that M. seemed to have no problems with assignments or with English in the ESOL class. In her opinion, M. was placed at the appropriate ESOL level, and could not have handled English in a mainstream class. The ESOL teacher said that M. had both Asian and non-Asian friends and had a positive attitude towards both groups.

When the student was interviewed she reported that learning English was not difficult because she had taken English in India. Her strategies for learning English were to watch TV, read books at school and at home, go to the library, talk to people, look up new words in a dictionary and ask the ESOL teacher questions. She said she spoke English with American and Asian friends at school every day,but only occasionally outside of school. Although M. said she was satisfied with her progress in ESOL, she was not satisfied with her speaking, listening, reading and writing skills. M. reported that she spoke Malayalam and English with her friends.

Description of Student in General Math 2 (Sheltered)

M. and her brother went to their Math class together,where she sat in the front seat. She spoke to the Indian girl next to her before class. She paid attention, wrote notes, and worked quietly on the classroom assignment. She did not ask or answer questions.

In the interview, the Math teacher said M. did fairly well with General Math, but had more problems with Algebra. He thought her second report period mark of "80" reflected her current performance. The teacher indicated that although M. had a fairly good attitude towards the work, she copied homework from others. He reported that M. had difficulties with English textbook assignments. He felt that she could not have handled the work in a mainstream class. The teacher also said that despite the fact that M. had a good attitude towards both Asian and non-Asian students, she mainly spoke to other Indian students.

In the interview, M. said that Math was very easy for her and that she was satisfied with the progress she had made in the class. She said she would have preferred taking Math with mainstream students, and felt that she would have been able to handle a mainstream class.

Description of Student in American History (Sheltered)

In the American History class, M. sat in front of her brother. She paid attention, but did not try to answer questions and was otherwise quiet throughout the class.

In the interview, the American History teacher said: "M. is doing passing work and is doing much better. Her average is "68". She tries to do the classwork but is not fast enough. She hands in homework but gets some wrong." He indicated that M. had all types of language difficulties: "She does not understand English idioms. Her English vocabulary is at the 3rd grade level. She has trouble expressing herself." In the teacher's opinion, she had difficulties with every assignment because of her language problems. He thought M. should have been placed between ESOL 1 and 2. The teacher felt that M. was very quiet, and was very polite and kind towards both Asian and non-Asian students.

M. reported that American History was very difficult for her and that she got a "D" because she understood very little. She said she preferred taking American History with ESOL students because the Sheltered American History class was easier to understand.

Description of Student in General Physical Science (Sheltered)

M. talked to an Indian and a Russian student before class. The General Physical Science (GPS) teacher did not interact with the students during this period. M. reviewed the text by herself and spoke to her brother and another Indian student in Malayalam.

The GPS teacher said M. was motivated and did very well [90] in the second report period. He said although M. had language difficulties such as vocabulary deficits and pronunciation problems, these difficulties did not keep her from accomplishing the work needed for this class. He indicated that she had difficulty with oral presentations and reading assignments. He thought M. might have been able to handle GPS in a mainstream class. He reported that M. was very nice, polite and shy with both Asian and non-Asian students.

M. said she was satisfied with the progress she was making in GPS. However, she felt this class was too easy because she had already learned the same content in India. She said she would have preferred taking the GPS class with mainstream students, and thought she could have handled a mainstream GPS class.

Summary

M. was quiet in class and reserved with the other students. Although she learned some English at school in India, she had difficulties with subjects taught in English.

The ESOL teacher said M. seemed to have no problem with her assignments or with the English in ESOL class. In her opinion, M. was placed at the appropriate ESOL level, Level 2. However, the American History teacher reported that M. had serious language problems and that she should have been placed between ESOL 1 and 2. The Math teacher also felt that M. has serious language difficulties, although not sufficiently serious to keep her from accomplishing the work needed for this course. Only the GPS teacher indicated that M. could have handled the subject in a mainstream class.

STUDENT INFORMATION FORM

School: 2 — Sheltered Class: General Physical Science

Name	ID No.	Birthdate	Grade	Native Lang.
	35	4-5-77	9	Khmer

Sex	Age (as of 9/91)
M	14 years, 5 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	6-27-85	1 to 2 yrs.	9-90	3

Dates at each ESOL Level:

Level 1: 1985-90, attended Columbus, Ohio, Public School System
Level 2:
Level 3: 1990-91, Middle School; 1991-92, High School.
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
		2 yrs.	

Student's Daily Schedule:

1. General Math (Mainstream)
2. Humanities (Mainstream - Term 1)
2. Physical Education (Mainstream - Term 2)
3. World History (Sheltered)
4. Lunch
5. ESOL 3
6. ESOL 3 (Tutorial)
7. General Physical Science (Sheltered)

First Report Period Marks:		Final Report Period Marks:
Humanities	70	65
Physical Education	-	90
World History	93	91
General Math	65	71
ESOL 3	93	90
General Physical Science	92	90

Family Background Factors:
Parents divorced. Father still in Cambodia.

Student Background Data

P. was eight years old when he came to the U.S. in July 1985 having had one to two years of education in his home country, Cambodia. He spent an additional six months in school in the Philippines and one month in Thailand. Before his arrival, P. did not know any English. After arriving, he spent four years in the Columbus, Ohio public schools. In 1991-92 he was in his second year of ESOL Level 3 in Philadelphia. However, according to his ESOL teacher, he should have been placed in ESOL 4. The ESOL teacher said P. would be placed in a Transitional English class in 1992-1993.

P.'s father and mother were divorced and he lived with his mother. His father was still in Cambodia. P. had three siblings. He was not literate in his native language Khmer. P. spoke both Khmer and English in school and outside of school.

P. did not participate in any after-school extracurricular activities because of his mother's insistence that he get home early. P. said that in his leisure time, he read English stories, drew cars, watched TV, rode his bike and got together with friends. When he needed help with school work, he got assistance from his ESOL teacher, his friends and tutors at school, and a Mormon church in his neighborhood.

Although he did not have American friends at school, P.said he associated with both Asian and non-Asian students. He had experienced no problems with Caucasian students but had been harassed and attacked by African-American students.

Description of Student's Day

P. began his day in General Math, where he came to the class early and chatted with other students in English. He was very active and asked and answered a lot of questions in class. He moved on to his Physical Education class and played basketball with both Asian and non-Asian students. He and his Asian friends then went to their World History class, where he talked to his friends in Cambodian and English. He asked questions, worked on the class assignments and paid attention.

P. had lunch with other Cambodian students and spoke Cambodian and English with them. Before his ESOL class, P. arm wrestled with a Brazilian student. He appeared totally absorbed in the ESOL class. The next period was the ESOL Tutorial class. In addition to studying on his own, he talked to other students in English. P.'s last class for the day was General Physical Science, where he talked to other students, answered questions appropriately and did his classroom work.

Description of Student in ESOL 3

After arm wrestling with a Brazilian student, P. was very active and really enjoyed the class. He laughed when the ESOL teacher made jokes and frequently volunteered to answer questions.

The ESOL teacher said P. was doing excellent work : "P. always answers, does his homework, is very cooperative, and does well in everything. His first report mark of 93 accurately reflects his current performance." The ESOL teacher indicated that P. did not

have any difficulties with language or assignments. He said P. should have been in ESOL 4 instead of ESOL 3. He indicated that P. would be in a Transitional English class in 1992-1993 and might even be able to go to a regular English class. The teacher indicated that P. had a great sense of humor, understood American humor, and talked to everybody.

P. did not have any knowledge of English before he came to the U.S. He felt it was easy to learn to speak English and he was satisfied with his progress in spoken English. However, he felt it was difficult to learn how to read English and he was not satisfied with his reading proficiency or his limited English vocabulary. He felt he was making progress in his ESOL class. The strategies he used to learn English were to "go to school, read after the ESOL teacher, talk to native English-speakers, watch TV, and read books".

Description of Student in General Math (Mainstream)

P. came to the General Math class early and talked to a Caucasian student about issues in the Math book. P. then talked to an African-American girl and another Caucasian boy. In class, P. was the most active student. He asked and answered a lot of questions, finished the classroom work correctly, was the first to finish a quiz, and paid attention throughout class.

The Math teacher said that in the beginning, P. was slow due to his language problems, but had been improving and was doing fairly well. Because of P.'s reading and vocabulary problems, sometimes the Math teacher had to explain material to him, especially in the case of division and decimals. The teacher said P. had an excellent attitude towards the work: "he is eager to learn and is enthusiastic about his work, and his work is equal to or better than the average mainstream student." The teacher reported that P. got along well with both Asian and non-Asian students.

Although P. was taking Math with mainstream students, he indicated that he was not satisfied with the progress he was making in Math class. He said, "I don't understand. I can't remember." Despite this, he said he preferred taking Math class with mainstream students.

Description of Student in World History (Sheltered)

Before class, P. talked to students from different ethnic backgrounds and joked with an Indian student. He asked the teacher a question, paid attention and worked on his own. His nose bled during class and he was sent with another student to the school nurse.

The teacher said P. was doing very well and was improving, and would get an "A." He felt that P. did not have any difficulties with the assignments or with language. The teacher indicated that P. could have handled American History in a mainstream class if the textbook was appropriate. He said P.'s attitude towards the work was very positive. He also interacted well with both Asian and non-Asian students.

P. said he was satisfied with the progress he had made in World History, but would have preferred taking it with mainstream students because he could have learned more and talked to more American students. He felt he would have been able to handle mainstream World History.

Description of Student in General Physical Science (Sheltered)

P. talked to a Chinese student before class. He answered questions appropriately and did the classwork.

The teacher said P. was doing very well. His first report period mark of 93 reflected his current performance. He felt that P.'s attitude towards his work was very positive and that he might have been able to handle General Physical Science (GPS) in a mainstream class. He indicated that P.'s language difficulties were reading and pronunciation, but that these difficulties did not prevent him from accomplishing the work needed for the course. The teacher said P. socialized with everybody.

P. said he was satisfied with the progress he had made in his GPS class, and felt that sheltered GPS was more helpful to him because the ESOL students could help each other. However, he felt that he could have handled mainstream GPS.

Summary

P. was a sociable and highly motivated student who was doing well in all his subjects. According to the ESOL teacher, P.'s English proficiency was better than that of most of the other students in his class. The teacher therefore felt that P. should have been placed in ESOL 4 instead of ESOL 3 in the 1991-92 school year. He recommended that P. be placed in a Transitional English class in 1992-1993.

P. was also doing well in mainstream Math, and according to the GPS and American History teachers, could have handled these two subjects in mainstream classes.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: Social Science

Name	ID No.	Birthdate	Grade	Native Lang.
	36	8-12-72	11	Korean

Sex	Age (as of 9/91)
M	19 years

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	2-5-89	10	4-19-89	1

Dates at each ESOL Level:

Level 1: Spring 89; 1989-90, High School
Level 2:
Level 3: 1990-91, High School
Level 4: 1991-92, High School

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr. 2 mths.	-	1 yr.	1 yr.

Student's Daily Schedule:

1. Social Science (Sheltered)
2. Physical Education (Mainstream - Term 1)
2. Health Education (Mainstream - Term 2)
3. Science & Technology (Sheltered)
4. Lunch
5. Developmental Reading (Mainstream)
6. ESOL 4
7. Algebra 2 (Sheltered)

First Report Period Marks:		Final Report Period Marks:
ESOL 4	65	42
Social Science	50	70
Algebra 2	80	30
Science and Technology	70	75
Developmental Reading	60	65
Physical Education	80	75
Health Education	-	80

Family Background Factors:

Father: Factory owner.
Mother: Homemaker

Student Background Data

N. was a 19 year old Korean who came to the U.S. in February 1989 at age 16. Prior to entering the U.S., N. had attended school in Korea for 10 years. In April 1989, he enrolled in the School District of Philadelphia as a 9th grade student and was placed in ESOL Level 1. N. continued in ESOL Level 1 in 1989-90; was placed in ESOL Level 3 in 1990-91, and moved on to ESOL Level 4 in 1991-92.

N.'s father was the owner of a factory, and his mother was a homemaker. N. had an older brother. When N. came to the U.S. he knew some English, and could read and write in Korean. He said that he did not need help with his academic work at school, and that nobody helped him at home. He reported that he did not have American friends.

N. was not involved in any of the school's extracurricular activities. He enjoyed watching TV, films and getting together with friends in his leisure time.

Description of Student's Day

N. began his day in Advisory and then went to his Social Science class. He talked to two Korean students before and during the class. N did not pay attention, had not done his homework nor did he answer questions. N. moved on to his Health Education class where he either chatted with a Korean female student or stared into space while the teacher showed a film regarding teenage pregnancy. He listened to the discussion but did not comment after the film. In the next class, Science & Technology, N. did not pay attention and did not ask questions or respond in any way.

At lunch, N. sat with his Korean friends. After lunch, N. went to his Developmental Reading class where he was one of only two Asian students. When other students read aloud from the book "Malcolm X," he ignored them, reading the book on his own, and not talking to anyone. He was very quiet, and did not ask or answer questions. In the next class, ESOL 4, N. chatted with other Asian students before class, worked on his own and did not listen to the teacher most of time. He talked to a Korean female student during the class. N.'s last class of the day was Algebra 2 where he took notes, listened to the lesson, but did not ask or answer any questions.

Description of Student in ESOL 4

In the ESOL 4 class, N. chatted with other Asian students before class. While the students read aloud after the teacher, N. did not open his mouth, and when the teacher explained the class assignment, N. did classwork on his own. He raised his head to look at the board once in a while and talked to a Korean female student during the class.

The ESOL teacher reported that N.'s participation was poor and that he consistently did poorly. The teacher stated that N. could not follow the lesson and had difficulties with the assignments because he lacked basic language skills. In his opinion, N. should have been placed in ESOL 3 instead of ESOL 4. He said that N. did not mingle with other students, and was not friendly to other students.

In the student interview, N. indicated that he had problems with spoken English, especially with pronunciation. He felt that he was too old to learn a new language but stated that his strategies for trying to learn English were watching TV, and movies and talking to teachers. N. said that he occasionally spoke English to Asian students at school, when he went shopping or went to his father's factory. However, he indicated that he only had Korean friends, which gave him little opportunity to speak English and he was not satisfied with his progress in English.

Description of Student in Algebra 2 (Sheltered)

In Algebra 2 class, N. chatted with a Korean student and asked a Chinese student a math question. N. took notes once in a while and listened to the teacher. However, he did not ask or answer any questions.

The teacher reported that N. was doing well at the beginning of the school year, but had not kept up. He felt that N.'s difficulties with English did not prevent him from accomplishing the work needed for this class and that N.could have easily handled the work, but he did not try and was not motivated. He also indicated that N. could have handled a mainstream Algebra 2 class. The teacher felt that N. got along well with other Asian students.

In the student interview, N. reported that he would have preferred taking mainstream Algebra and felt he would have been able to handle a mainstream class.

Description of Student in Social Science (Sheltered)

In the Social Science class N. talked to two Korean students before and during class. It seemed that N. was not prepared for the class because he did not pay attention, or answer questions. When other students took make-up tests or wrote classroom assignments, N. chatted with two Korean students. The teacher stopped him from talking and asked him for his homework which he had not done. N. used an English-Korean dictionary while doing his assignments.

The substitute teacher in Social Science reported that N. had improved and that he was doing fair work in her class. She said that N. could not follow the discussions, nor could he take notes from the textbook. According to the teacher, N. had difficulties speaking and reading English, which kept him from accomplishing the work for the class. The teacher indicated that socially, N. was doing very poorly because he was withdrawn and only talked to Korean students.

In the student interview, N. stated that he felt the sheltered Social Science class was more helpful than a mainstream class and did not feel that he would have been able to handle mainstream Social Science.

Description of Student in Science & Technology (Sheltered)

In Science & Technology, N. seemed to have difficulty following what was going on in the class. Sometimes he stared into space, at other times he paid attention. He did not

ask or answer any questions. The teacher showed him individually how to answer some questions on the board.

The Science & Technology teacher indicated that N. was not motivated and did average work in her class. She felt that N. was capable of doing the assignments, but chose not to. Although N. did not say anything in her class, she assumed that he had no language difficulties. She said that if N. had applied himself, he could have handled mainstream Science & Technology. The teacher stated that N. was quiet and introspective, but got along well with other students.

In N.'s opinion the sheltered Science and Technology class was more helpful to him than a mainstream class because it was easier. He did not feel that he would have been able to handle a mainstream class.

Summary

N. was a 19 year old Korean male who was enrolled as an 11th grade student at the ESOL 4 level. Despite the fact that he had ten years of schooling before coming to the U.S., he was doing poorly in most of his classes.

In the ESOL teacher's opinion, N. should have been placed in ESOL 3 instead of ESOL 4. The substitute teacher in Social Science indicated that N. could not have handled a mainstream Social Science class. His Algebra and Science teachers said that if N. had applied himself, he could have handled mainstream classes in these subjects. It should be noted that N. received failing marks for both ESOL and Algebra in the final report period.

N. interacted primarily with Korean students at school, which gave him little opportunity to speak English. He was not motivated, and did not participate actively in most of his classes. N. told the evaluator on one occasion that a college degree would not do him any good.

STUDENT INFORMATION FORM

School: 2 | Sheltered Class: Social Science

Name	ID No.	Birthdate	Grade	Native Lang.
	37	11-12-73	11	Vietnamese

Sex	Age (as of 9/91)
F	17 years 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	6-15-89	3 1/2 years (6 months in Philippines)	9-4-89	1

Dates at each ESOL Level:

Level 1: 1989-90, High School
Level 2: 1990-91, High School
Level 3: 1991-92, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	1 yr.	1 yr.	

Student's Daily Schedule:

1. Social Science (Sheltered)
2. Biology (Sheltered)
3. Algebra 2 (Mainstream)
4. ESOL 3
5. ESOL 3 (Tutorial)
6. Lunch
7. Humanities (Mainstream - Term 1)
7. Physical Education (Mainstream - Term 2)

First Report Period Marks:		Final Report Period Marks:
ESOL 3	50	W
Social Science	60	70
Algebra 2	71	84
Biology	65	65
Physical Education	-	90
Humanities	-	80

Family Background Factors:

Father: Deceased
Mother: Homemaker

Student Background Data

O. was an 18 year old female Vietnamese student. She came to the U.S. in June 1989 at age 15, with four years of previous education. She had therefore missed several years of schooling. She could read and write Vietnamese but did not have any knowledge of English before her arrival. She was first enrolled in the Philadelphia School System as a 9th grade student and was placed in ESOL Level 1. She moved onto ESOL Level 2 in 1990-1991 and ESOL Level 3 in 1991-1992.

O.'s father was deceased and her mother was unemployed. She had an older brother and a sister. When O. needed help with her academic work, teachers, tutors, and friends helped her at school, and her older brother helped her at home.

O. said that she did not participate in any after school extracurricular activities. She said that she did not have American friends, and that she had difficulty understanding American speech. She also had difficulty understanding the interviewer's questions. In her leisure time, she watched TV, listened to the radio, and read English and Vietnamese books.

Description of Student's Day

O. began her day in Advisory and then went to her Social Science class. She studied on her own before the class started. She never interacted with the teacher and other students and was extremely quiet in class. However, she paid attention and tried to follow the lesson. In her next class, Biology, she talked to two Vietnamese students before the class started. She took notes, discussed the test with her Vietnamese friends, and laughed when the teacher made a joke. Because she could not understand English well, she appeared to "drift off" from the lesson once in a while. She then moved on to Algebra 2, where she sat alone in the front seat. Although O. voluntarily gave answers, she did not ask the teacher any questions, and did not talk to anyone throughout the class. She took notes, wrote classroom assignments and paid attention to the teacher. In the ESOL class, O. took notes, read aloud after the teacher, and looked up the new words in an English-Vietnamese dictionary. In the ESOL Tutorial class, O. chatted with Vietnamese girls before the class started. For most of the time, she studied quietly on her own. At the end of class, she practiced English with another girl.

O. ate lunch with other Vietnamese girls in the school's dining room. They chatted in Vietnamese during and after lunch. Her last class for the day was Physical Education where O. played volleyball with a Vietnamese student. An Indian and American student joined them later.

Description of Student in ESOL

In the ESOL class, O. took notes, read aloud after the teacher, looked up new words in an English-Vietnamese dictionary and tried to quietly follow what was going on in class.

The teacher reported that although O. worked very hard, she did very poorly in this class. The teacher attributed O.'s poor performance to her limited education (four years) in her homeland. He indicated that because of O.'s lack of basic English skills, she had

difficulty with all of her assignments such as homework, classwork and projects. He said O. did not volunteer to answer questions, and that her language difficulties kept her from accomplishing the work needed for this course. In his opinion, O. should have been placed in ESOL 2 instead of ESOL 3. The teacher said that O.'s attitude towards other students was withdrawn.

In the student interview, O. said that learning English was difficult, especially understanding the words and sentences. Her strategies for learning English included talking to others, watching TV, reading stories, looking up new words in a dictionary and asking friends questions. She indicated that unless it was necessary, she did not speak English at school. She also said that she did not go out after school and that she spoke Vietnamese all the time at home. O. stated that if she could, she would like to speak more English. She reported that she was not satisfied with the progress she was making in English. She felt that the ESOL class was too difficult for her.

Description of Student in Algebra 2 (Mainstream)

In Algebra 2, O. sat alone in the front seat. When the teacher asked questions, she voluntarily answered in a very low voice. But she did not ask the teacher any questions, and did not talk to anyone throughout the class. She took notes, wrote classroom assignments and paid attention.

The Algebra 2 teacher reported that O. started out slowly, but was doing fairly well. He said O. "is very serious, pays attention, works hard seems to catch on, and has shown great improvement." He indicated that while O. had reading and vocabulary difficulties, these difficulties did not keep her from accomplishing the work for this course. He also stated that O. needed explanation of the more difficult work necessary for extra credit. The teacher said O. was shy, and never talked to anybody in this class.

In the student interview, O. said that she was satisfied with the progress she had made in mainstream Algebra.

Description of Student in Social Science (Sheltered)

In the Social Science class, O. studied on her own before the class started. She did not ask any questions, and never tried to answer any. She was extremely quiet. However, she copied information from the board, paid attention, and tried to follow what was going on in the class.

The substitute teacher in Social Science reported that although O.'s attitude towards the work in the class was excellent, she was doing poorly, and that there had not been much improvement. The teacher felt that despite the fact that O. worked very hard, she had difficulties with all types of assignments. The teacher did not think that O. could have handled a mainstream Social Science class. Socially, the teacher indicated that O. was very shy, withdrawn, and only talked to Vietnamese students.

In the student interview, O. said that sheltered Social Science was helpful to her because she had difficulty understanding the subject matter. She felt she could not have handled mainstream Social Science.

Description of Student in Biology (Sheltered)

Prior to the start of the Biology class, O. talked to two Vietnamese students who sat next to her. During the class, she took notes and asked a Vietnamese student a question about the lesson. She laughed along with other students when the teacher joked. Because she could not understand what the teacher was talking about, she examined the textbook and her notes instead of listening. After the teacher returned a test, O. discussed it with her Vietnamese friends.

The Biology teacher reported that O.'s progress was slow and that she was doing poorly in his class. He felt that it was beyond O's capability to do the work in this class, and it was also frustrating for her. O. had difficulties with all types of assignments and lacked basic English skills which kept her from accomplishing the work needed for this course. He felt that the school should not have put students from different ESOL levels in the same class. He added that O. was very quiet, and did not have any Vietnamese friends, not to mention students from other ethnic backgrounds.

The student reported that sheltered Biology was more helpful than a mainstream class, and felt she could not have handled mainstream Biology.

Summary

O. was an 11th grade student at the ESOL 3 level who had missed several years of schooling in Vietnam. She was extremely quiet and shy in every class except Algebra. She was probably more comfortable with Algebra because it is a subject which is less dependent on language proficiency.

In the ESOL and Social Science teachers' opinion, O. should have repeated ESOL 2 instead of moving on to ESOL 3. The Biology teacher felt that even the sheltered Biology class was beyond O.'s capability. The substitute teacher in Social Science reported that although O. worked hard she seemed lost. Only the Algebra teacher reported that she was doing well in mainstream Algebra 2. O. also felt that she was having difficulties with all subjects except Algebra.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: Social Science

Name	ID No.	Birthdate	Grade	Native Lang.
	38	3-25-73	11	Laotian

Sex	Age (as of 9/91)
M	18 years, 5 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Lao	8-6-87	3 years (6 months in Philippines)	9-14-87	1

Dates at each ESOL Level:

Level 1: 1987-89, Middle School
Level 2: 1989-90, High School
Level 3: 1990-91, High School
Level 4: 1991-92, High School

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
2 yrs.	1 yr.	1 yr.	1 yr.

Student's Daily Schedule:

1. Social Science (Sheltered)
2. Physical Education (Mainstream - Term 2)
2. Health Education (Mainstream - Term 2)
3. Science & Technology (Sheltered)
4. Lunch
5. French 1 (Mainstream)
6. Algebra 2 (Sheltered)
7. ESOL 4

First Report Period Marks:		Final Report Period Marks:
ESOL 4	75	90
Social Science	81	90
Algebra 2	83	80
Science and Technology	99	96
French 1	98	95
Physical Education	90	90
Health Education	-	98

Family Background Factors:

Father: Employed
Mother: Homemaker

Student Background Data

C. came to the U.S. in August 1987 at the age of 14 1/2. He had had three years of education in Laos, six months in the Philippines, and had missed several years of schooling. He could read and write a little Laotian and Khmer. Before his arrival he did not have any knowledge of English. C. was placed in ESOL Level 1 at a middle school, and remained at this level for two years. By the 1991-1992 school year he was already in ESOL Level 4.

When C. needed help with his school work, teachers, tutors and friends helped him at school and friends helped him at home. He did not engage in any extracurricular activities at school. In his free time, he watched TV, read English books, and got together with his friends. Despite the fact that he did not have close American friends, he felt he could get along well with them. His friends spoke Khmer and English.

C. lived with his parents and had five younger brothers and one younger sister. C.'s father was employed and his mother was a homemaker. C. indicated that he did not plan to go to college because he needed to help support his family.

Description of Student's Day

C. began his day in Advisory and then went to his Social Science class. Before the class started, C. chatted with an Asian student. He wrote notes, asked and answered questions, and followed the teaching. In his next class, Health Education, C. played basketball and volleyball with other Asian students. In Science and Technology, C. took notes, answered questions, followed the teaching, and paid attention. During the class, he talked to other students.

C. had lunch with some Cambodian students. After lunch, he went to his French 1 class where he was the only Asian student. In the French class, C. sat there quietly, and never asked or answered questions. However, he paid attention throughout the class. C. then went to his Algebra 2 class where he talked to a Vietnamese student and reviewed the assignments before the class started. C. voluntarily answered questions, paid attention and was actively involved in the lesson. C.'s last class of the day was ESOL 4 where he talked to two Asian students before the class started. He answered questions and was actively involved in the lesson.

Description of Student in ESOL 4

In ESOL 4, C. talked to Asian students before the class started. He answered questions appropriately and was actively involved in the lesson throughout the class. He followed the teacher's instructions to read silently from Shakespeare's "Macbeth", and to write a summary entitled "A Leader of the Scottish Army."

The ESOL teacher reported that C. was doing very well and had improved greatly in her class. His attitude towards the work was excellent. The teacher said that although C. was one of the outstanding students in her class, he had problems with essay and research projects. She added that C. had some difficulty in understanding English, but it did not keep him from accomplishing the work needed for this course. In the teacher's opinion, C. was

placed in the appropriate ESOL level, but would be able to handle English in a mainstream class by the end of the school year. She said C. was very shy but was "coming along."

In the student interview, C. said learning English was difficult, especially pronunciation. He reported that his strategies for learning English were: talking to friends, watching TV, listening to the radio and looking up new words in a dictionary. C. said he spoke English every day to his Asian friends and to his teachers. He mentioned that he was not satisfied with his English skills, but was satisfied with the progress he was making in ESOL class.

Description of Student in Algebra 2 (Sheltered)

In Algebra 2, C. talked to a Vietnamese student and reviewed the assignments before the class. He voluntarily answered questions, paid attention and was actively involved in the lesson.

The Algebra teacher reported that C. was a conscientious, diligent, hard-working and outgoing student. He felt that C. was always involved in class, and that his performance was consistent. He noted that although reading posed difficulties for C., he had overcome this problem. While the Math teacher felt that C. could have handled Algebra in a mainstream class, he asserted that his class was more challenging than the mainstream class.

C. reported that he was satisfied with his progress in Algebra. He said that he would have preferred taking mainstream Algebra, and thought he would have been able to handle a mainstream class.

Description of Student in Social Science (Sheltered)

Before the Social Science class started, C. chatted with a Chinese student in English. He wrote notes, copied information from the board, asked one question, answered the teacher's questions, and followed what was going on in class.

The substitute teacher in Social Science believed that C. was very smart, and noted that he did consistently well. She felt that C. did not have language difficulties or difficulties with assignments and could have handled mainstream Social Science. She said C. mixed very well with Asian students, but was very shy with non-Asian students.

C. said that he was satisfied with his progress in sheltered Social Studies. Despite the fact that he felt that he could have handled a mainstream Social Science class, he preferred taking the sheltered class because it was easier.

Description of Student in Science & Technology (Sheltered)

In Science and Technology, C. took notes, answered questions, checked the right answers with the teacher, and paid attention throughout. He talked to an African and a Korean student, and the latter asked him a question about the assignment.

The Science and Technology teacher reported that C. did consistently well. She described C. as a motivated, enthusiastic, and hard-working student. According to her, C.

was a little reluctant to answer at times, but did not have any language difficulties or difficulties with assignments. The teacher indicated that C. could have handled this subject in a mainstream class. She said that C.'s attitude towards both Asian and non-Asian students was positive.

In the student interview, C. indicated that he was satisfied with the progress he had made in Science. He felt he could have handled a mainstream class, and would have preferred taking this subject in a mainstream class because he could have spoken more English.

Summary

Despite the fact that C. had missed several years of schooling, he received A's in all subjects but Algebra. His sheltered class teachers stated that C. was both smart and hard-working, and could have handled these subjects in mainstream classes. It is not clear why this student was taking sheltered classes instead of the prescribed mainstream courses for Level 4 students. The ESOL teacher reported that C. was placed at the appropriate ESOL level [4], but that he would be able to handle English in a mainstream class by the end of the school year. C. himself felt that he could have handled all subjects in mainstream classes.

Most of C.'s teachers felt that although he was a little shy, he mixed very well with other students.

STUDENT INFORMATION FORM

School: 2 Sheltered Class: Social Science

Name	ID No.	Birthdate	Grade	Native Lang.
	39	12-18-74	11	Korean

Sex	Age (as of 9/91)
M	16 years, 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	1985	4	1985	1

Dates at each ESOL Level:

Level 1: 1985-86, Elementary School.
Level 2: 1986-88, Elementary School; 1988-89, High School (needed ESOL, but did not receive); 1989-91 High School.
Level 3: 1991-92, High School
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	4 yrs.	1 yr.	

Student's Daily Schedule:

1. Social Science (Sheltered)
2. Physical Education (Mainstream - Term 2)
2. Health Education (Mainstream - Term 1)
3. Science & Technology (Sheltered)
4. ESOL 3
5. ESOL 3 (Tutorial)
6. Lunch
7. Algebra 2 (Sheltered)

First Report Period Marks:		Final Report Period Marks:
ESOL 3	40	W
Social Science	50	70
Algebra 2	60	40
Science and Technology	65	76
Physical Education	-	90
Health Education	75	80

Family Background Factors:

Father: Employee of a company in Chinatown
Mother: Homemaker

Student Background Data

J. was 11 years old when he came to the U.S. in 1985, having attended school in Korea for four years before his arrival. He said he did not have any knowledge of English when he came, but he could read and write some Korean. He was placed in ESOL Level 1 at an elementary school in 1985-86. He then moved on to ESOL Level 2 where he remained for four years. His records were somewhat confusing, but it is clear that he missed at least one year of ESOL in high school. In 1991-1992, he advanced to ESOL Level 3.

J.'s father worked for a company in Philadelphia's Chinatown, and his mother was a homemaker. Neither spoke English. He had one older brother and one older sister. When he needed help with his academic work, tutors, teachers and sometimes friends helped him at school, and his sister helped him at home. In his leisure time, he watched TV (including Korean programs), read English stories and got together with his cousins and friends. He did not participate in any of the school's extracurricular activities.

J. indicated that he got along with Caucasian but not African-American students. He said that he would like to go to college to major in engineering. After he graduates from college, he wants to go back to Korea.

Description of Student's Day

J. began his day in Advisory and then went to his Social Science class. He talked to two Korean students before and during the class. J. handed in his homework, gave short answers, copied notes, and participated in the lesson. In the next class, Physical Education, J. spoke to his Asian and non-Asian classmates in English when he played basketball with them. He moved on to his Science & Technology class, where he talked to a Korean student. He took notes, wrote classroom assignments, listened carefully to the teacher, but he did not volunteer to answer questions. In the ESOL class, J. took notes, wrote the classroom assignments, tried to answer questions and paid attention. He then went to the ESOL tutorial class where he talked in English to a bilingual tutor and two Asian students about the homework. He then started working on a Math assignment on his own.

At lunch, J. sat with other male and female Korean students and chatted with them in Korean. J.'s last class for the day was Algebra 2. Before the class started, he chatted with a Korean student and a Chinese student. He took notes, gave short answers to some questions, and paid attention.

Description of Student in ESOL

In the ESOL class, J. took notes, wrote the classroom assignments, and paid attention. He answered questions in unison, but he did not answer on his own. It seemed that he could not speak in long or complete sentences.

The teacher said: "J. is serious, well-behaved, very friendly. His attendance is perfect. He works very hard, but he does very poorly." He reported that J. had problems with basic language skills which kept him from accomplishing the work needed for ESOL.

The teacher also stated that J. had difficulty with all of his assignments and that he should have been placed in ESOL 2 instead of ESOL 3.

In an interview with the student, J. indicated that he did not have any knowledge of English before he came to the U.S. He felt that sometimes it was easy, and at other time sit was difficult to learn English. He said he had problems with the meaning of words. J's strategies for learning English were: talking to friends, watching TV, reading English stories and looking up new words in a dictionary. He said he had to speak Korean at home because his parents did not speak English. J. said he was satisfied with his progress in English, but he also felt that he still needed to work on reading and writing. He indicated that the ESOL 3 class was too difficult because the textbook used in the class was basically for ESOL 4 students.

Description of Student in Algebra 2 (Sheltered)

In Algebra 2, J. chatted with a Korean student in Korean and spoke to a Chinese student in English before the class started. He took notes, occasionally answered oral questions with simple words, and paid attention. Although J. laughed along with other students when the teacher made a joke, it was hard to tell if he had understood what the teacher was talking about. He kept smiling as if he enjoyed the lesson.

The Algebra teacher reported that J. was doing very poorly in his class. "He is not well-motivated. He doesn't volunteer to answer questions most of time." He said that J.had difficulties with most assignments and had language difficulties in all areas. He did not think that J. could have handled a mainstream Algebra 2 class. The teacher indicated that J. did not interact with more than a handful of the other students.

In the student interview, J. reported that the sheltered Algebra class was helpful to him because the teacher in the sheltered class knew how to teach ESOL students. He did not think that he was ready to take mainstream Algebra.

Description of Student in Social Science (Sheltered)

J. sat next to two Korean students and chatted with them in Korean before the Social Science class started. They continued to talk to each other during the class. J. had done his homework -- cutting out an article for this course from the newspaper. When the teacher asked him a question about the qualifications of representatives for Congress, J.tried to give a short answer. It seemed that J.'s limited English prevented him from communicating well with the teacher and from following what was going on in the class. However, he copied the information from the board and tried to participate in the lesson.

The substitute teacher in Social Science reported that J. was motivated to pass and had improved considerably. She said that if J. had to do work on his own, he had difficulty. She also indicated that J. had language difficulties and did not speak English in the class. She felt that these difficulties hindered J. from accomplishing the work in the class and that he should have been placed at a lower ESOL level. The teacher stated that J. isolated himself from other students and only mingled with Korean students.

In the student interview, J. said that the sheltered Social Science class was helpful to him, and that he was not ready to take a mainstream Social Studies class.

Description of Student in Science & Technology (Sheltered)

In the Science & Technology class, J. sat next to a Korean student and talked to him before and during the class. He took notes, wrote classroom assignments, listened carefully to the lesson, but he did not volunteer to answer questions. The teacher explained to him individually how to do the assignments.

The Science & Technology teacher reported that J. was motivated and was doing well. "He has problems with reading, writing and comprehension. But these language difficulties do not keep him from accomplishing the work needed for the class. However, he could not have handled a mainstream Science & Technology. He talks to everybody in the class, and is doing well socially."

In the student interview, J. indicated that sheltered Science was helpful to him because: "The teacher teaches the right way. If I don't know the words, I can ask the teacher." He did not think that he was ready to take a mainstream Science class.

Summary

J. was a 17 year-old Korean male enrolled as an 11th grade student at ESOL level 3. He did not speak English well despite the fact that he had been in the Philadelphia School System for seven years. He tended to socialize exclusively with Korean students, and therefore had few opportunities to speak English. Although he sometimes tried very hard to answer questions in class, he could only respond to questions in basic sentences with simple words. In the student interview, J. had difficulty understanding the interviewer's questions.

The ESOL teacher and the substitute teacher in Social Science stated that J. should have been placed in ESOL Level 2 instead of ESOL Level 3. Neither seemed to be aware of the fact that he had already spent four years at Level 2. He was failing ESOL 3 and almost all of his content area teachers reported that he was having difficulty because of his language skills.

The School District of Philadelphia

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

SCHOOL 3

Report #9316
June, 1993

Office of Accountability and Assessment

BEST COPY AVAILABLE

SCHOOL 3

Twelve Asian LEP students were selected from the Sheltered American History and Biology classes which participated in phase 2 of this study. The case studies presented on the following pages represent five students at ESOL Level 2, four at ESOL Level 3 and three at ESOL Level 4. Nine of the students were from Vietnam, one from Korea, one from Cambodia, and one from Burma. The age range of the students varied from 14 years to 20 years.

Of the four high performing students (two from Vietnam, one Korean, one from Burma), three had had nine to twelve years of schooling before arriving in the U.S.A. and had been in the ESOL program for less than two years. These three students came from professional or business-oriented home environments. The fourth student had missed some schooling in Vietnam, was in his third year of ESOL and came from a home where both parents were unemployed, but was described by his teachers as a bright student. All four students were coping well with their course work despite the fact that all but the Burmese student, were experiencing oral language difficulties.

Five other Vietnamese students who had been in the ESOL program for less than three years were experiencing difficulty. The oldest (over 20 years old) had missed several years of schooling, had both medical and emotional problems and was frequently absent. Three of the students aged 15 to 19 years had each had five years of education in Vietnam, but had missed a number of years of schooling and came from homes where the parents were unemployed. They were all moved back to Level 2 during the 1991-1992 school year, but while the youngest was taking co-taught classes and managing the course work, the two others continued to take sheltered classes and were struggling. The fifth student had completed 10th grade in Vietnam and was a relatively new arrival. He was placed in ESOL Level 2, but was taking sheltered classes which were too difficult for him because of his limited language skills.

The three remaining students had been in the ESOL program for more than three years. Two were from Vietnam and one from Cambodia. All three had come to this country with no previous education, and two were having serious problems with drug or alcohol abuse and chronic absenteeism. Neither of these students had parents in this country. The third student was from an intact family where both parents were unemployed. She was in her seventh year of ESOL at Level 4 and was barely passing.

In sum, eight of the twelve students in the sample had missed a number of years of schooling, seven came from homes where the parents or guardians were unemployed, and eight had been in the ESOL program for less than three years. Most of these students were experiencing difficulty. Of the four students who were doing well, educational and home background factors generally appeared to contribute to their success.

All of the students were asked whether they preferred taking sheltered content-area classes or mainstream classes. Of the twelve students in the sample, six expressed a preference for sheltered classes. One student indicated a preference for mainstream

classes and another would have liked a mix of both ESOL and mainstream students in content-area classes. Five students declined to state a preference. The six students who preferred sheltered classes often expressed the feeling that they were more comfortable in classes with other LEP students and believed that sheltered classes were more helpful to them.

Socially, all twelve students tended to associate with students of their own language background, and during lunch not one was observed interacting with non-Asian students. In addition, eleven of the twelve students did not participate in the school's extracurricular activities.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	40	12-31-76	9	Chinese

Sex	Age (as of 9/91)
M	14 yrs. 9 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	10-88	0	10-88	1

Dates at each ESOL Level:

Level 1: 1988-89, 1989-90 elementary

Level 2: 1989-90 elementary; Fall 1990 elementary
Level 3: Spring 1991, elementary; 1991-92 high school

Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	1½ yrs.	1½ yrs.	

Student's Daily Schedule:
1. ESOL 3
2. Biology (sheltered)
3. Lunch
4. Algebra 1X (mainstream)
5. American History (sheltered)
6. Randolph Skills Center

First Report Period Marks:		Final Report Period Marks
American History:	65	60
Algebra 1X:	60	52
Biology:	60	60
ESOL 3:	64	50
Art (term 1):	72	-
Skills Center (term 2)	--	53

Family Background Factors:
The student lived with an older brother, who ran a restaurant. The parents were in Vietnam.

Background Data:

This student, a Chinese speaker, arrived from Vietnam in October, 1988 at age eleven with no previous education. He entered elementary school as a Beginning ESOL student in 1988-89. He finished ESOL levels 1 and 2 in elementary school, and was moved to Level 3 for 1991-92, his ninth grade year.

He was not doing well in any of his academic classes. None of the four teachers who were interviewed in April 1992 felt that he had made any progress since the beginning of the year. His attendance was a major problem. He was absent from school one or two days per week and he also cut individual classes.

His parents were in Vietnam. He lived with his brother and sister-in-law, who ran a restaurant. He worked until late at night in the restaurant, and was frequently late for school in the morning. In an interview, he said that he got home from his classes at the Skills Center at 7 P.M. and then needed to go to work in the restaurant. As a result, he did not have time to study and found it impossible to catch up.

The student's ESOL teacher said that he often cut class and spent time with a group of Asian boys who were involved with gambling and drugs. The student was referred to the school committee on substance abuse. He was suspended from school for a week in April because he got into a fight with another ESOL student.

In an interview, the student admitted that he was often absent and said he spent a lot of time alone when he was not in school. He mentioned that he felt sad most of the time.

Description of the Student's Day

This student's first class after Advisory was ESOL 3. He had a confrontation with the ESOL teacher when he refused to take an oral quiz, and then spent most of the class resting his head on his hands as though he were tired. His next class was Sheltered Biology, where he sat with two Vietnamese boys and talked with them throughout the class. He seemed to be trying to copy another student's work for a different class. He was not able to answer the teacher's questions when called on. At Lunch, he sat with several Vietnamese boys and chatted in Vietnamese.

His next class was Algebra IX. He was not prepared when the teacher called on him. He tried to copy a friend's work during the time the teacher asked them to work independently on some problems he put on the board. The next class on his schedule was Sheltered American History, but he cut the class on the day he was being observed. The teacher said that the student usually cuts class once or twice a week. After the history class, he was scheduled to go to the Randolph Skills Center for a class in Auto Mechanics. On the day observed, however, he did not get on the bus to the Center. He was observed a few minutes later walking into an ESOL class in the Writing Lab. The teacher noticed him after about fifteen minutes and sent him to the office.

Description of the Student's Experience in ESOL 3

During the class observed, the students took an oral quiz in which each student had to answer one question as completely as possible. The student refused to participate when the teacher called on him. She said he would get a grade of zero. He sat through the class with his head on his desk. When the quiz was finished, the teacher began an exercise from their textbook. The student had forgotten his book and his homework at home and asked if he could bring the work the following day.

According to the teacher, he had not made any progress at all in his language skills since the beginning of the year. She noted that he had missed the first three days of school in September, and that the absence had set him back immediately. During the remainder of the year, he was absent as often as one or two days a week. The teacher pointed out that his written skills were extremely poor. His oral language was somewhat better because he had picked up some English from kids he socialized with on the street, but he was not as proficient as most other students in Level 3. The teacher added that he was not able to grasp logical connections, but she could not discern whether his problem was low ability, mental health (e.g., depression) or situational factors like his home situation. She was aware that he had been referred to the committee on substance abuse because of possible drug use.

The student's behavior in class ranged from sullen to goofy, according to the teacher. It was hard for her to tell what was registering with him and what was not. He seemed not to know why he was in school. The teacher noted that it was hard to imagine a future for this boy because he was so passive, with no spark, and no enthusiasm. The student would need to repeat ESOL 3 in the following year because he received a failing grade.

The student said he needed to work on his writing and spelling in English.

Description of the Student's Experience in American History (Sheltered)

The student cut the class for the second time in a week on the day he was being observed. The teacher said that the student generally cut class one or two days a week.

The teacher noted that although this student had received a passing grade for the third marking period, he had missed many assignments during the year, and would probably have to repeat the course. The student was described as "not motivated, and inconsistent," and had problems focusing and concentrating. He would not have been able to handle a mainstream class.

The student said he was satisfied with his progress in the class, and preferred the sheltered class to a mainstream class because the teacher was helpful and wanted the students to pass.

Description of the Student's Experience in Biology (Sheltered)

He sat with two Vietnamese boys and talked with them in Vietnamese throughout the class. The lesson was on the function of the heart and circulatory system. He was

not able to answer the teacher's questions when called on. and kept looking at a neighbor's work for another class.

The teacher described the student as "hyper, and easily distracted." He noted that the student sometimes "tuned in " to what was going on in the classroom, and when he focused, he did well. But his attendance was sporadic, and since he did not have parents in the U.S., the teacher felt that there was no "leverage" with the home (the brother he lived with was not interested in the student's difficulties at school). The teacher also noted that while the student's spoken language was comprehensible, his reading and writing were very poor and this contributed to his difficulty with the subject area. He would not have been able to handle a mainstream class.

The teacher felt that the student had the potential to do well in high school, but needed special attention and mentoring, perhaps from a Vietnamese adult. He pointed out that the student lacked self-control in class and was very inconsistent in his academic work. Although the student interacted with many other students in class, his primary identification was with a group of outgoing and talkative Vietnamese boys.

The student preferred the Sheltered Biology class to a mainstream class because he felt the teacher was more helpful to ESOL students than a mainstream teacher would be. He felt he was doing O.K. in the class, but needed to improve his vocabulary and spelling of the terms in the course.

Description of the Student's Experience in Algebra IX (Mainstream)

The teacher explained some formulas and problems and asked for volunteers to write answers to homework. He did not call on the student. Later, students worked individually on problems. The student worked sporadically and talked covertly with another Asian boy.

The teacher said that this student was absent often, sometimes for weeks at a time. He had been failing since the beginning of the year, and there had been no improvement. He was inattentive in class and did not seem to care about his work. He also seemed to have a short fuse, and had started several fights in class.

The student said he disliked both the teacher and the students in this class, and felt that the mainstream students made fun of him with ethnic slurs. He admitted that he tried to cut this class as often as possible.

Summary

This student was described as someone who had potential, but he had little motivation to take his academic work seriously. He seemed to be neglected at home, and needed to spend several hours a day working in the family restaurant. He also spent time with a tough group of boys who were involved with gambling and drugs. It was difficult to see how he would stay in high school long enough to graduate, unless he got some special help and attention. The ESOL teacher felt the student had gotten lost in the anonymity of a large high school program, and would have fared better in a smaller setting where he would have gotten to know a few peers and teachers well.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	41	9-17-72	10	Vietnamese

Sex	Age (as of 9/91)
F	18 yrs. 11 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	9-27-90	5 yrs. 6 mths. Philippines	10-16-90	2

Dates at each ESOL Level:

Level 1:

Level 2: 1990-92, high school

Level 3: 1991-92 (began at this level, but was moved back to Level 2)

Level 4:

How many years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	2 yrs.		

Student's Daily Schedule:

1. ESOL 2
2. Biology (sheltered)
3. Lunch
4. Health/PE (mainstream)
5. American History (sheltered)
6. Math PT.2 (mainstream)

First Report Period Marks:		Final Report Period Marks
American History:	65	74
Math PT.2:	65	85
Biology:	65	60'
ESOL 2:	W	80
Health:	65	65
Physical Education	-	90

Family Background Factors:

The student lived with her mother, who did not work. She was the second of four siblings. When she finished high school, she wanted to stay at home and help her mother.

Background Data

This student, a Vietnamese speaker who is Amerasian, arrived in the U.S. in September 1990 at age 18. She had attended school in Vietnam for five years, but her schooling had been interrupted between 1982 and October 1990, when she enrolled in the School District of Philadelphia. In 1991-92, her tenth grade year, she began the year in Level 3 ESOL, but returned to Level 2 ESOL when it became clear that the class was too advanced for her level of language proficiency.

When she moved back to Level 2, it was decided to keep her in the sheltered classes corresponding to Level 3, since she had taken the co-taught classes which correspond to Level 2 in the previous year. She managed to pass her tenth grade courses, although the math, science, and social studies teachers who were interviewed found that she had great difficulty in absorbing the content material. Her language skills were also weak for Level 2.

The content area teachers cited her particular difficulty with reading and writing, and two teachers suggested that she may have problems reading and writing in her native language as well. This may, in fact, be a difficulty, since she only attended school for five years in her native country.

The student lived with her mother, who did not work outside the home, and three siblings. One younger sister was in the ESOL program at the same school. The student said in an interview that when she finished high school she did not want any further education, but wanted to stay at home and help her mother.

Description of the Student's Day

After Advisory, the student went to ESOL 2, where the lesson began with a listening exercise. She seemed confused during the exercise, but so did some other students. Later in the lesson, when asked to read out loud, she did so with difficulty. Her next class was Sheltered Biology, where she sat at a large lab table with some African girls. She seemed distracted during the lesson, and lost her place several times. One of the African girls helped her. She did not volunteer to answer any questions, and the teacher did not call on her.

During Lunch, she sat with two other Vietnamese girls. In her next class, Physical Education, she mostly kept to herself. She seemed unfamiliar with the volleyball rules. The following period was Sheltered American History. The teacher lectured and asked questions about what the students had read in their text and what they had discussed the previous day. She did not volunteer, and the teacher did not call on her. Her last class of the day was Math, where she handed in her homework, but did not volunteer to put problems on the board. She worked on her own during the part of the lesson where students solved new problems. When it was time to go over them, she again did not volunteer and was not called on.

Description of the Student's Experience in ESOL 2:

The teacher began the class with a listening exercise which required students to respond to a set of comprehension questions at the end. The student seemed to be confused about the task, but it was a difficult task without an immediate context, and other students looked confused also. Later in the class, students were called on to read passages out loud. When she was asked to read out loud, she read haltingly and was not sure how to pronounce the words.

The teacher described her as very shy and as a "loner" who rarely mingled with the other students in the class. When she did mix with other students, they were usually those of her own language background. The student was making average progress, and the teacher felt that she would be able to move on to Level 3 next year. She was moved back to Level 2 after starting the year in Level 3 and finding it too difficult.

The student stated that she tried to study hard, but that she had very little time at home to study because she needed to help her mother in the house. She said that ESOL class was easy for her, but that she needed to improve her writing in English.

Description of the Student's Experience in American History (Sheltered)

During the lesson observed, the teacher lectured and asked questions about the assignment the students had read in their text. The student did not volunteer to answer questions and was not called on.

The teacher reported that although the student found the work difficult, she made slow progress during the year. She had problems with all language areas, and with reading comprehension and with writing in particular. In addition, her oral proficiency was weak. He predicted that she would pass the course at the end of the year, but was not sure what course she should take next year. She was not ready for a mainstream course.

The student felt that the sheltered course was more appropriate for her than a mainstream course because the students were helpful in the sheltered class. She thought that a mainstream course would be very hard for her, and that mainstream students would not be as helpful as the ESOL students. She was satisfied with her progress in the course.

Description of the Student's Experience in Biology (Sheltered)

During the lesson observed, the teacher was reviewing the functions of the heart and circulatory system. The student looked confused, and seemed to keep losing her place on the charts the teacher had given out. An African girl at her lab table helped her several times.

This teacher noted that the student had a large gap in her education which contributed to an academic delay. Her grades in the class were borderline passing but went up slightly toward the end of the 1991-92 year. He reported that she usually made

a conscious effort to do what was asked, but the tasks were very difficult for her. Both her limited abilities and the gap in her schooling contributed to her problems in learning the material. The teacher wondered whether she also had learning difficulties in her first language. She was not able to communicate well in English, so she was limited to socializing with students of her own language group.

The teacher pointed out that the student had matured somewhat during the course of the year, but that she was reluctant to ask for help when she needed it. She had taken co-taught General Physical Science in her ninth grade year and had barely passed the course.

The Biology teacher noted that it might have been more helpful for her to have repeated the same co-taught course in tenth grade rather than to move on to the Sheltered Biology course, where she had a great deal of difficulty. The teacher recommended that she repeat Sheltered Biology in 1992-93, because she would not be prepared to move on to a mainstream course.

The student felt that this course was particularly difficult because of its complex vocabulary. She preferred the sheltered class to a mainstream class because the mainstream class would be too difficult, and the students would not be as helpful.

Description of the Student's Experience in Math PT 2 (Mainstream)

The math teacher explained how to multiply with decimals. Several students answered problems that the teacher had written on the board, but the student did not volunteer and was not called on.

The teacher pointed out that the student usually came to class with her assignments done, but she had great difficulty doing the problems on her own. He attributed her difficulty to the fact that she had missed some years of schooling. She needed more time and practice to catch on to some of the techniques than other students did. He noted that she was very shy, and tended to talk only with the one other Vietnamese girl in class.

The student said that she felt that she was satisfied with her progress in this class, and that she made a special effort to talk to non-Asian students in this class.

Summary

This student, who was nineteen years old at the time of this study, had missed several crucial years of schooling in her native country. As a result, she had difficulty catching up to her peers in the content area subjects.

Although she was moved back from ESOL Level 3 to Level 2, it was decided to have her continue with the Level 3 sheltered classes. However, interviews with her teachers revealed that her language proficiency was not equal to the demands of the content area classes at Level 3. It might have been more appropriate to have had her repeat the co-taught content area courses she had taken the previous year in Level 2.

Two of her content-area teachers mentioned her need for additional support in reading and writing, but there was no indication that such support was available to her at the time this study was conducted. Reading and writing did not seem to be emphasized as much as oral skills in her ESOL 2 class. It might be valuable to have a course in reading rostered into her schedule in the upcoming school year.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	42	10-22-73	10	Vietnamese

Sex	Age (as of 9/91)
M	17 yrs. 11 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	9-89	5 yrs.	9-89	1

Dates at each ESOL Level:

Level 1: Fall 1989, elementary

Level 2: Spring 1990, elementary

Level 3: 1990-92, high school

Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
½ yr.	½ yr.	2 yrs.	

Student's Daily Schedule:
1. Algebra 1X, (Chapter 1)
2. Biology (sheltered)
3. Lunch
4. Health/Phys. Ed (mainstream)
5. American History (sheltered)
6. ESOL 2

First Report Period Marks:		Final Report Period Marks
American History:	65	60
Algebra 1X:	W	62
Biology:	65	W
ESOL 2:	W	69
Health:	50	10
Physical Education:	-	90

Family Background Factors:
The student lived with his parents, who came to school for conferences on several occasions.

Background Data

This student arrived in the U.S. in 1989 at age 16 from Vietnam, where he attended school through grade five. Despite his previous education, he was assigned to ESOL Level 1 (where most students are pre-literate in their native language) when he entered school in Fall 1989 in Philadelphia, but was quickly moved to Level 2. In 1990-91, he moved on to Level 3 and in 1991-92, he started the year in the Level 3 ESOL class, but was dropped to the Level 2 class when he had too much difficulty. However, he continued to attend the sheltered classes which parallel Level 3. His ESOL teacher reported that he seemed to have trouble getting his ideas into writing, although his oral skills were appropriate for the level. He also had great difficulty learning language rules, such as those for spelling and grammar.

The teacher suggested that he might have a learning disability which interfered with his reading and writing, and arranged to have him tested by the LEP Pilot Project teachers. The tests showed that he was reading at about a seventh grade level, but did not shed light on the possibility of a learning disability.

The student was not doing well in his content area classes. He was characterized as irresponsible about his work and inattentive in class. Two teachers reported that the student tended to socialize with other low-achieving students, and one other teacher observed that he seemed to come to school more for social than academic reasons. His Biology teacher felt that much of his difficulty stemmed from his problems with reading and writing, and that a reading course would be helpful for him.

The student was observed interacting only with students of his own language background. He stated in an interview that he did not get along with mainstream students, and felt that they did not like him.

The student lived with his mother and father, who had come to school for conferences on occasion. He had a younger sister in the ninth grade and three younger brothers.

Description of the Student's Day

The student's first class was Algebra 1X, Chapter 1. He seemed to daydream during class and was distracted easily from the seatwork assignment. He did not volunteer to put his work on the board, and the teacher did not call on him. His next class was Sheltered American History, where he talked covertly with another boy and a girl in Vietnamese. It looked as though the girl was correcting both the boys' homework papers. The student again looked distracted during class, although he volunteered to answer one question. His next class was Sheltered Biology, where he seemed attentive during a lecture about the functions of the heart and arteries.

At lunch, he sat with other Vietnamese boys who talked and shouted loudly and even began to throw things at one point. In Physical Education, he participated in calisthenics and then took part in a volleyball game. He again seemed to interact with other Vietnamese boys exclusively.

In ESOL, his last class of the day, he was asked to write part of a dialogue on the board. It was mostly correct, but he seemed to have trouble with the rules for capitalization, and found it difficult to distinguish lower case from capital letters. The teacher gave a group speaking and listening assignment, which he worked on with other Vietnamese students. He did an adequate job with the work.

Description of the Student's Experience in ESOL 2

The teacher asked this student, along with several others, to go to the blackboard and write part of a dialogue. His writing was mostly correct, but there was a problem with capitalization. The next task was a listening and speaking exercise, which students worked on in pairs or small groups of their choice.

In an interview, the teacher said that the student has made some progress, but she felt that his literacy proficiency was poor. She also felt that the student might have a learning disability which impacts on his literacy. Another difficulty for him was any type of task which was rule- governed, such as punctuation and capitalization. The teacher referred the student to the LEP Pilot Project teachers, who gave him several reading tests, and estimated that he read on a seventh grade level.

The student was not satisfied with his progress. He felt he needed to improve his reading and writing in particular.

Description of the Student's Experience in American History (Sheltered)

During the teacher's discussion of the chapter which had been assigned, the student talked covertly with another boy and a girl in Vietnamese. The girl seemed to be correcting both the boys' homework papers. The student looked inattentive during most of the class, although he volunteered to answer one question.

The teacher said this student was not doing well, and would probably fail at the end of the year. He cut the class frequently (once or twice a week). The teacher noted the student's poor attention span, as well as his difficulty with reading and writing. He felt that the student was not self-motivated, and that he came to school primarily in order to socialize with other students.

In an interview, the student admitted that he needed to work harder in this subject, as well as in his other courses. When asked whether he preferred a sheltered to a mainstream course, he said he had no opinion. However he felt he would not have been ready to take a mainstream course at the time of the interview.

Description of the Student's Experience in Biology (Sheltered)

The class consisted of a lecture and questions about the functions of the heart and circulatory system. The student seemed focused on the lecture, although he did not take notes or volunteer to answer questions.

This teacher had essentially the same comments as the Sheltered American History teacher. The student was failing the course, and would need to repeat it next year. The teacher also noted the student's difficulty with reading and writing assignments.

The student again stated that he needed to work harder, and again stated that he did not have an opinion about a sheltered vs. mainstream class. He felt he was not ready to take a mainstream class in this subject.

Description of the Student's Experience in Algebra X (Chapter 1).

After explaining a new point, the teacher gave a classwork assignment which consisted of ten problems to work on individually. The student worked on his own, but asked another Asian student for help several times.

The teacher reported that the student was failing the course, and felt that the problem was due to poor motivation and inattention rather than lack of preparation or ability.

The student said that he needed to do more work in this course. He did not want to work with the mainstream students in the class, because they made fun of him.

Summary

This student had some academic problems, namely his literacy skills, which had not been adequately evaluated or addressed at the time of this study. Although two of his content area teachers and his ESOL teacher expressed concerns about his reading and writing, he did not seem to be receiving any support in this area. He was referred to the LEP Pilot Project for evaluation, but it was not clear how helpful their evaluation was in terms of instruction for the student.

Although the student had motivation problems in addition to his academic problems, the two may be closely related, and he might be more motivated to study if he were to receive some further attention.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	43	1-20-75	10	Vietnamese

Sex	Age (as of 9/91)
M	16 yrs. 7 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	10-19-89	5 yrs.	10-30-89	2

Dates at each ESOL Level:

Level 1:
Level 2: 1989-90, elementary
Level 3: 1990-91, high school
Level 4: 1991-92, high school

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr.	1 yr.	1 yr.

Student's Daily Schedule:
1. Health/Phys Ed
2. Algebra 1 (mainstream)
3. Biology (sheltered)
4. Lunch
5. ESOL 4
6. American History (sheltered)
7. Reading (Chapter 1)

First Report Period Marks:		Final Report Period Marks
Reading Chapter 1:	68	80
American History:	84	84
Algebra 1:	90	90
Biology:	75	78
ESOL 4:	81	80
Health:	80	80
Physical Education:	-	90

Family Background Factors:
The student lived with his parents, who did not work, and three siblings.

Background Data

This student from Vietnam arrived in the U.S. at age fourteen in 1989. He had been to school in his home country for five years. He was initially assigned to Level 2 ESOL and moved to Level 3 in 1990-91, when he entered high school. By 1991-92, the student was in Level 4 ESOL but taking the sheltered classes which usually correspond to Level 3 rather than the mainstream classes usually taken by Level 4 students.

There was some disparity between this student's academic achievement and his social adjustment. The student was doing well in his classes, receiving grades which were mostly solid "B"'s, and an "A" in Algebra. However, while his teachers generally felt that he was doing adequate work, they also felt that he was bright enough to do much better. His behavior was cited as a problem by several teachers; he talked to friends and "clowned around" in class too much.

He lived with his parents, who were not working, and three siblings. There was apparently strong support for education in the home, and some of the student's siblings had been successful in high school and college. He would like to study computers in college after high school.

Description of the Student's Day

His first class was Physical Education, where he participated in aerobic exercises and a volleyball game. His next class was Algebra I. The teacher chose the student and several others to go to the board and write their homework problems. The student did his problem correctly, with one minor adjustment by the teacher. He talked frequently with one other Vietnamese student sitting near him. In the next class, Sheltered Biology, he sat with two other Vietnamese students and talked and laughed frequently during the lesson. He did not take notes, although he sporadically looked attentive.

At Lunch, he sat with the same students he had talked with during the Biology class. His next class was ESOL 4. The class worked on a reading comprehension exercise where they needed to find "the main idea" with multiple choice questions. He seemed attentive and gave several correct answers. During part of the class, he seemed to be copying homework for another course. In his next class, Sheltered American History, he was attentive most of the time, although he did not take notes, as most of the other students did. He volunteered to answer questions and gave several appropriate answers. His last class of the day was Reading Chapter I, where he worked with another Asian student on some vocabulary and structure exercises.

Description of the Student's Experience in ESOL 4

The teacher worked on some reading passages with multiple choice questions. She did most of the talking and explaining, and students had little opportunity to contribute. The student gave several correct answers and seemed to be concentrating, but because only one-word answers were required, it was impossible to judge his language proficiency.

The teacher described the boy as an average student whose biggest language problem was pronunciation. He had been a behavior problem in the early part of the year, but she had noticed an improvement over the course of the year. She noted that she had seen him interact only with other Asian students. From what little she knew about the student's family, they were very supportive and encouraging.

In an interview, the student expressed himself as briefly as possible, and it was difficult to assess just how proficient he was in English. He did not seem comfortable speaking and did not appear to have the conversational ease of other students in Level 4. The student admitted that he needed to improve his spoken English, but was otherwise comfortable with his progress.

Description of the Student's Experience in American History (Sheltered)

The student was attentive during the question and answer format of the class, and he volunteered to answer several questions.

The teacher reported that the student usually did his work, but would be able to do it better if he gave it more time and attention. The student had received a low "B" as a grade in the most recent marking period; however, the teacher felt he had the intellectual ability to achieve higher grades. The student's language skills did not seem to be interfering with his achievement. The teacher was not sure whether the student would have been able to take a mainstream class.

When the student was asked whether he preferred a mainstream class to a sheltered class, he stated that he had no opinion. He said he was satisfied with the progress he was making in this course.

Description of the Student's Experience in Biology (Sheltered)

During the class observed, the teacher reviewed information about the systems of the body and asked questions. The student sat with two other Vietnamese students and talked and laughed frequently during the lesson. He did not take notes, although he paid attention occasionally.

The teacher described the student as unfocused and "too casual". His behavior was a problem, and the teacher felt that he also got help with his homework from other students. The teacher suggested that a mainstream course might be more challenging for him, and would remove him from the poor influence of some of his close friends.

The student had no opinion as to whether he preferred a sheltered or a mainstream class, but he admitted that he should work harder in this course.

Description of the Student's Experience in Algebra I (Mainstream)

The teacher chose the student and several others to go to the board and write their homework problems. The student did his problem correctly, with one minor correction

by the teacher. He seemed interested in the class, but talked frequently with one other Vietnamese student sitting near him, and the teacher asked him to keep quiet several times.

The teacher reported that his work was generally good, but that he was distracted easily. His behavior was also a problem, although he was not one of the most difficult students. The student was satisfied with his work in this course.

Summary

This student was doing acceptably in terms of academic marks, but he was sometimes a behavior problem in class. His spoken English needed improvement; the evaluator noticed that his spoken English was quite weak for a Level 4 student, and his comprehension of the questions asked seemed to be poor as well. The student said that he realized that he needed to improve his speaking ability. Since he interacted mainly with other Vietnamese, he did not have much opportunity to practice what he knew. In addition, his ESOL class did not allow much opportunity for students to use the language they had already acquired.

This student needed more challenging content area classes as a way of channeling his energy in a positive direction. He also needed more opportunities to use English, in both formal and informal situations. He indicated that he would eventually like to study computers at Temple University.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	44	8-10-76	9	Vietnamese

Sex	Age (as of 9/91)
F	15 yrs. 1 month

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	7-89	to grade 5	9-89	2

Dates at each ESOL Level:

Level 1:
Level 2: 1989-1990, two elementary schools; Spring 1992, high school
Level 3: 1990-91 elementary school; Fall 1991, high school (moved back to Level 2)
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1½ yrs.	1½ yrs.	

Student's Daily Schedule:
1. Algebra 1 (mainstream)
2. Physical Education (mainstream)
3. General Physical Science (co-taught)
4. Lunch
5. World History (co-taught)
6. ESOL 2

First Report Period Marks:		Final Report Period Marks
Algebra 1:	80	90
Biology (Sheltered)	70	-
General Physical Science:	-	80
ESOL 2:	-	79
ESOL 3:	75	-
Art (Term 1):	82	-
Am. History (Sheltered)	76	-
World History:	-	85
Physical Education (Term 2):	-	70

Family Background Factors:
The student lived with her mother and father, who did not work. Her older brother was Amerasian and in the tenth grade at the same school.

Background Data

This student arrived in the U.S. at age 13 in July 1989 from Vietnam. She attended school in her home country until the fifth grade. In Philadelphia, she spent a year in ESOL Level 2 at two different elementary schools, and entered high school in the Fall of 1991.

At the time of the study, she was in ESOL Level 2 in ninth grade. She had begun the year in Level 3, but was switched to Level 2 when she experienced too much difficulty. The ESOL 2 teacher stated that she was doing well and would be ready for Level 3 in her tenth grade year.

When in Level 3, she had taken the sheltered classes which correspond to that level, but when she moved to Level 2, she was changed to the co-taught courses where she fared better in terms of her ability to comprehend the language.

She was making average progress and passing all of her classes. The teachers interviewed described her as a hard-working and serious student who interacted mostly with peers of her same language background. She lived with her parents and several siblings. She has an Amerasian half brother in the tenth grade at the same school.

Description of the Student's Day

This student's first class was Algebra. She handed in her homework and then worked with two other Asian students on some new problems that the teacher handed out. The teacher circulated and gave them help at various times during the lesson. In Art class, she worked on a collage and helped two other girls with a large poster. Physical Education was her next class. She participated enthusiastically in some aerobics and a basketball game. Her next course was Co-taught General Physical Science, where she worked on a review page with another student.

Lunch was next on her schedule. She sat with some other Vietnamese girls and chatted in her native language. In the next class, Co-taught World History, she was attentive and seemed to be following the teacher's points, but did not participate. Her last class of the day was ESOL 2, where she participated in a listening exercise and read out loud during a reading exercise. She did well with both tasks, but it was clear that her pronunciation needed work.

Description of the Student's Experience in ESOL 3

The teacher gave students a listening exercise to do, and insisted that they put all their pencils down. The student protested, saying she liked to keep her pencil in her hand at all times. The teacher called on her when going over the exercise, and she gave an incorrect answer, but then corrected herself. It was obvious that her pronunciation needed a lot of work, but the teacher did not attempt to help her with it.

The student had been in Level 3 at the beginning of the year, but had not done well and was returned to Level 2. According to the teacher, the student was doing fine in Level 2 and would be ready to take Level 3 in 1992-93. The teacher said that the student

was doing better than average work, but needed a lot of help with reading and writing. She also noted that she had never seen the student interact with students who were not Asian.

Description of the Student's Experience in Co-taught World History

During the lesson observed, the student was attentive and seemed to be following the teacher closely. She correctly answered one of his questions at one point.

The teacher reported that the student was doing well, and would probably receive a grade of "B" by the end of the year. He pointed out that writing was difficult for her, and that she had a hard time taking essay tests.

In an interview, the student stated that she was not satisfied with her progress in the class, and felt that she could do better if she tried harder. She was not sure whether she preferred a co-taught class or a mainstream class; she said that ideally, she would like to have a mixture of ESOL and mainstream students, but was not certain that her language proficiency was adequate to compete with mainstream students.

Description of the Student's Experience in Co-taught General Physical Science

During the lesson, the student worked with another girl to answer a page of review questions handed out by the teacher. The second girl was African, so they spoke English as they worked.

The teacher described this student as serious and quiet, with a positive attitude towards the class. She was doing adequate work, and would probably receive a grade of "B" at the end of the year. The teacher felt that she would not have been able to manage this subject in a mainstream class this year. The teacher had seen her interact mostly with other Asians in the class.

The student said she felt she was satisfied with her progress in this class. She said she was not sure whether she would prefer a mainstream class. She would ideally like to have a mixture of ESOL and mainstream students in class.

Description of the Student's Experience in Algebra 1 (Mainstream)

The student was prepared with her homework and handed it in to the teacher. The remainder of the lesson consisted of problems that the students worked on individually or in small groups. The teacher circulated and gave them help at various times during the lesson.

The teacher noted that the student was usually prepared for class and tried hard, but the class was a struggle for her because she did not have as much background in the subject as other students did.

The student stated that she frequently did not understand the teacher, partly because of her lack of language proficiency and partly because she did not have any background in the subject.

Summary

This student seemed to be doing well once she was moved back from Level 3 to Level 2. The need for this move might be attributed to the difficulty of the transition from elementary ESOL to high school ESOL classes.

She was characterized by her teachers as conscientious and willing to get her assignments done. Although the math teacher cited her lack of background, she was managing average marks in the Algebra course. Some teachers mentioned her weakness in reading and writing, and the student herself stated in an interview that she wanted to improve her proficiency in these areas. She also needed to improve her pronunciation in order to become more communicative.

STUDENT INFORMATION FORM

School: 3

Sheltered Class : On Biology list but was taking General Phys. Science

Name	ID No.	Birthdate	Grade	Native Lang.
	45	6-1-77	9	Burmese

Sex	Age (as of 9/91)
F	14 yrs. 3 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Burma	7-19-91	10 yrs.	9-6-91	2

Dates at each ESOL Level:

Level 1:
Level 2: Fall 1991, high school
Level 3: Spring 1992, high school
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	½ yr.	½ yr.	

Student's Daily Schedule:
1. ESOL 3
2. General Physical Science (sheltered)
3. Lunch
4. World History (sheltered)
5. Art/Phys. Ed (mainstream)
6. Algebra 1 (mainstream)

First Report Period Marks:		Final Report Period Marks
World History:	97	98
Algebra 1	94	97
General Physical Science	W	75
ESOL 3:	W	98
Art:	90	93
Physical Education:	-	90

Family Background Factors:
The student lived with her parents and a sister who attended the same school. Her father taught cooking in a restaurant school. Teachers guessed that the family had been fairly affluent in their home country.

Background Data

This student, a native speaker of Burmese, came to the U.S. in the summer of 1991 at age 14 and was enrolled in the ninth grade in Level 2 ESOL in September 1991. She had had 10 years prior education in her home country, but knew no English when she arrived. She did well in ESOL Level 2, and was moved to Level 3 in mid-year. She was described by the teachers who were interviewed as a "star" student who made tremendous progress within a very short time .

The student had a sister in the eleventh grade at the same school and a brother in college. The parents are apparently well-educated and very supportive of their children's education.

Teachers noted that this student was well liked and seemed to make friends easily. She made an effort to speak English to both Asian and mainstream students, and seemed to be highly motivated to succeed academically. She is on the school badminton team. She said in an interview that her goal is to be a physician.

Description of the Student's Day

The student's first class after advisory was ESOL 3. During the class, the teacher gave an oral quiz, and the student received a perfect score. In the second part of the class, she worked diligently on revising a composition. In her next class, Sheltered General Physical Science, the teacher had students work among themselves to review material for a test. The student worked at a table with some other Asian girls.

At Lunch she sat with other Asian girls and her sister. Because she was the only Burmese speaker, she spoke English with the other students most of the time. She spoke some Chinese, enough to be able to converse with the Chinese students. Her next class was Sheltered World History. In this class, the teacher lectured and asked questions. She was not called on, and did not volunteer to respond to questions. Physical Education was the next class on her schedule The class did some warm-up exercises and played volleyball She tended to talk to the other Asian girls in the class.

In Algebra class, the student volunteered to put a homework problem on the board and it was correct. The students then worked on some problems independently. During the independent work time, several mainstream students asked her to help them with the assignment.

Description of the Student's Experience in ESOL 3

The teacher had students take an oral quiz based on a thematic unit they had studied. The student included all the pertinent information in her answer and expressed herself clearly in spoken English. She received a perfect score. During the second part of the class, a discussion of the class trip, she did not volunteer to speak. She sat next to her sister, who is in eleventh grade.

The ESOL teacher noted that she was one of the best students in the class, although she had only been in the U.S. for a few months, and knew no English when she arrived.

The student had started the year in ESOL Level 2, but she progressed so quickly that she was moved to Level 3 in the middle of the year. The teacher ascribed the student's excellent written English to a high level of literacy in her native language.

The teacher also noted that this student's attitude was very positive, and she seemed very determined to do well. She made a big effort to speak English as much as she could; this was partially a necessity, since no one else spoke her native language, but she also wanted to learn as much as possible.

She was satisfied with her English progress, but wanted to improve her speaking and her writing, especially spelling.

Description of the Student's Experience in World History (Sheltered)

During the class observed, the teacher lectured and asked questions. The student did not volunteer to answer questions and she was not called on. She seemed attentive and serious during the lesson.

The teacher referred to her as a "super student". He noted that her English was excellent, and that she made a specific effort to study the nuances of the language and the way they are used. He felt that she could have handled the subject in a mainstream class, and that she had a very positive attitude toward the coursework. She seemed to get along with everybody, and enjoyed working with other people in the class.

The teacher suggested that she look into admission to a magnet program or to an academic high school where she would be more challenged intellectually.

When asked whether she would have preferred taking a mainstream social studies class, the student stated that she preferred taking the sheltered class. She felt that both the teacher and the students in a sheltered class were willing to be helpful with vocabulary and explanations. She did not think this would be true in a mainstream class.

Description of the Student's Experience in Physical Science (Sheltered)

On the day observed, the teacher asked the class to review on their own or in groups for a test the following day. The student worked by herself for part of the time, and with two other Asian students for part of the period.

The teacher described this student as "excellent". She had not been able to speak much English at the beginning of the year, but she achieved a grade of "A" consistently all year. She is now more confident in her speaking ability, and does not hesitate to ask questions or speak up when there is something she does not understand. The teacher added that she seems sincere and dedicated, and has a serious attitude toward her work. She mixes with students of all the cultural groups in class, both Asian and non-Asian.

The teacher felt that she could probably have taken a mainstream class, but she would not have received as high a grade.

The student said that while she liked the idea of a sheltered science class, she did not feel that she was learning much in this particular course. She felt that the teacher was too disorganized and too easy on the students.

Description of the Student's Experience Algebra 1 (Mainstream)

On the day observed, the teacher asked this student to write out a homework problem on the board. Her solution was correct. The students then worked on some problems independently. During the independent work time, several mainstream students asked her to help them with the assignment.

The teacher described her as "one of my best students" and showed a copy of her latest test. She had shown all the steps in solving the problems, and had received a perfect score with ten points added for extra credit. He felt that she was adapting well to both the academic and the social aspects of the school. She was the only Asian in the class and seemed to get along with the mainstream students.

The student was satisfied with her progress in the course.

Summary

This student seemed to be a success story: she made a great deal of progress in English during her first year in the U.S., and also achieved outstanding grades in her content area classes. She was well-liked, and got along with both Asians and non-Asians.

She came from a well-educated family where there seemed to be a value placed on hard work and achievement. She also attained a high level of literacy in her native language prior to arriving in the U.S. According to the ESOL teacher, she would continue to need the support of an ESOL class for at least one more year (1992-93). However, the student said that eventually she would like to attend an academic magnet program or an academic high school where her content area classes would be more challenging.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	46	2-26-76	10	Vietnamese

Sex	Age (as of 9/91)
M	15 yrs. 7 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	7-26-85	0	10-2-85	1

Dates at each ESOL Level:

Level 1: Fall 1985 - Spring 1988, elementary
Level 2: Fall 1988 - Spring 1990, elementary
Level 3: 1990-91, 1991-92, high school
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
3 yrs.	2 yrs.	2 yrs.	

Student's Daily Schedule:
1. Geometry (mainstream)
2. American History (sheltered)
3. Biology (sheltered)
4. Lunch
5. Health/PE (mainstream)
6. ESOL 3

First Report Period Marks

Geometry:	63	56
American History:	80	55
ESOL 3:	77	50
Health:	50	10
Biology:	75	60
Physical Education:	-	10

Family Background Factors:
The family had a history of alcohol abuse and gambling. The student lived with a brother who ran a store. He had chronic attendance problems in 1991-92 and finally dropped out of school.

Background Data

This student, a native speaker of Vietnamese, arrived in the U.S. in 1985 at the age of nine with no schooling. He was placed in ESOL at that time, which means that in 1991-92 he was in his seventh year of ESOL (ESOL Level 3) and in the tenth grade. While the student had done well in elementary school, since entering high school his grades and attendance had been very erratic. He seemed to have gotten lost in the shuffle of a large high school, and one teacher suggested that he needed much more guidance and attention than students usually have in a high school.

The student's family is known to have problems with gambling and alcohol use. Teachers reported that the student socialized with a tough gang of kids who had dropped out of school, and that he had a hot temper and frequently got into fights when he was in school.

The student's attendance, which had been fairly regular at the beginning of the school year, deteriorated during the period in which this study was conducted, and it was impossible to interview him because he was so rarely in school. When he did come to school, he often cut one or more classes, as he did on the day he was being observed.

Notes from the student's pupil pocket show that the school counselor contacted the student's family twice during the month of May, 1992. The first time, the counselor spoke to the student's sister, who indicated that the student had left home. Language problems made the communication difficult, however. A subsequent call was made to other relatives who said they believed the student had gone to Canada.

The student was officially dropped from the school's active records on June 1, 1992.

Description of the Student's Day

On the day he was being observed, the student was in school but cut two classes in which he was not doing well. It was not clear what he did during this time. After Advisory, his first class was Geometry, but he did not appear in class. His next class was Sheltered American History. He sat in the front of the room, and seemed attentive to the teacher's explanations during the lesson, although he did not have his book open or take notes, as the other students did. He volunteered to answer several questions during the class.

During the Sheltered Biology class, the student looked attentive for the first few minutes, where students were working in pairs on a worksheet which reviewed systems of the body. However, a few minutes into the lesson, the student began joking and laughing with two other boys sitting near him. The teacher attempted to stop the behavior by separating them, but they continued to communicate covertly. During Lunch period, the student sat with a group of several Vietnamese boys who argued and talked loudly in their native language.

After lunch, the student apparently cut his Physical Education class. His final class of the day was ESOL 3. The teacher explained a new assignment and then had students

continue their work on an on-going assignment, which was to write down a recipe from their ethnic background. The student sat in the back of the class and chatted with several other students in Vietnamese. Although the teacher spoke to the student several times about settling down to work, the student continued talking and did not do any work. He did not seem to take the task seriously, but neither did many of the other students in the class.

Description of the Student's Experience in ESOL 3

The teacher explained a new assignment and then had students continue their work on an on-going assignment, which was to write down a recipe from their ethnic background. The student sat in the back of the class and chatted with several other students in Vietnamese. He did not work on the assignment, although the teacher came over to talk with him about it several times during the lesson.

The ESOL teacher reported the student's proficiency to be fair to good, although writing was a problem. The teacher said that the student got frustrated with tasks very easily, and tended to give up after a brief attempt. The student had not been in class much during the marking period, and had not taken tests or handed in homework, so he would receive a failing grade.

The student also frequently got into trouble with other students in the class, both Asian and non-Asian. The teacher described him as "extremely oversensitive" and "high-strung", likely to make arguments into fights. The teacher attributed this behavior to an "inferiority complex" and a constant need to prove himself.

Description of the Student's Experience in American History (Sheltered)

The student sat in the front of the room and seemed to be following the lesson. He volunteered to answer several questions. He did not interact with other students in the class, and he did not take notes or open his book to refer to points the teacher made.

The teacher noted that the student's language proficiency was appropriate for the course, although his reading comprehension seemed a little weak. Although the teacher considered this student quite capable, the student had not developed good study habits, and was often in conflict with other students in the class. The student was easily distracted, and also angered easily. The teacher reported that he would need to give the student a failing grade. He mentioned that he had personally contacted the student's family, and that they came to school for a conference, but the conference had no apparent effect. The student's family admitted that he was a problem at home, too.

Description of the Student's Experience in Biology (Sheltered)

The lesson consisted of having the students work in pairs on a worksheet which reviewed systems of the body, and going over the worksheet when the students finished. The student seemed attentive, and he cooperated with another student on the worksheet for the first few minutes. However, a few minutes into the lesson, the student began joking and laughing with two other boys sitting near him. The teacher attempted to stop the behavior by separating them, but they continued to communicate covertly.

The teacher felt that the student's problems were emotional, rather than academic. The student's language proficiency was appropriate for the course, but the student was very frequently absent, and often disruptive when he did come to class. The teacher described him as a "very angry kid," and noted that his attitude towards school seemed very casual. The teacher felt that the student was under the influence of a bad gang of street kids who were drop-outs.

Description of the Student's Experience in Geometry (Mainstream)

The student cut the class on the day he was observed. The teacher stated that the student had been in class very rarely since the Christmas vacation, and that he would receive a failing grade. He felt that the student had the ability to do the work, but that the student had no motivation to do well.

Summary

This student, who came from a family with many problems, did well in elementary school, but seemed to lose motivation once he got to high school. He may not have been able to cope with the distractions and anonymity of a large high school, or there may have been other reasons why he began to be increasingly absent in his tenth grade year.

This student's case suggests that more individual attention may need to be paid to LEP students as they go through the emotional and academic adjustments that a large urban high school requires of them. There may also need to be more of an effort made to think about how to attract and motivate LEP students who otherwise might be pulled toward life on the streets.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	47	3-10-74	10	Korean

Sex	Age (as of 9/91)
M	17 yrs. 6 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Korea	8-4-91	9 yrs. (to grade 11)	9-16-91	3

Dates at each ESOL Level:

Level 1:
Level 2:
Level 3: 1991-92, high school
Level 4:

How many years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
		1 yr.	

Student's Daily Schedule:
1. Algebra 2 (mainstream)
2. American History (sheltered)
3. Biology (sheltered)
4. Lunch
5. Physical Education (mainstream)
6. ESOL 3

First Report Period Marks:		Final Report Period Marks
American History:	W	93
Algebra 2:	W	95
Biology:	81	93
ESOL 3:	86	91
Physical Education:	W	90

Family Background Factors:
The student lived with his grandfather and his uncle, who were both professionals with advanced degrees. His parents and brother were in Korea. He hoped to become an architect.

Background Data

This student was a 17 year-old native speaker of Korean who arrived in the U.S. at the beginning of the 1991-92 school year with nine years of prior education in his home country. He was assigned to Level 3 ESOL in the tenth grade.

This student did very well for his first year in an American high school. He was described by his teachers as very competitive and sometimes overly concerned with getting high grades. He carried a large Korean-English dictionary with him at all times, and referred to it frequently.

Despite the fact that the student's grades were good, the ESOL teacher noted that the student's spoken English was not well developed. He seemed to spend a good deal of time alone or with one or two other Korean students. In addition, it seemed that the student had a style of learning which was more written than oral. He mentioned in an interview that he learned new words and expressions by writing down their dictionary meanings and memorizing them. In one class where students were given some free time, he worked on exercises from a book he had brought in from home: vocabulary text intended to prepare students for the Scholastic Aptitude Test. Most of the vocabulary in it was far too difficult for him, and he looked up many words in his bilingual dictionary.

The student said that he felt that the mainstream students disliked Asians. He also characterized mainstream students as not serious enough about their academic work. He lived with his grandfather, an engineer, and his uncle, an architect. His parents and younger brother were in Korea. He would like to study architecture at Drexel University.

Description of the Student's Day

After Advisory, the student went to his Algebra 2 class, where he correctly contributed a solution to a homework problem. He seemed to enjoy the math class, and participated enthusiastically. Next on his schedule was Sheltered American History, where he worked independently on a written assignment, and sat near two other Korean boys. His next class was Sheltered Biology, where he worked on a worksheet related to the text assignment. He frequently checked his bilingual dictionary while he worked and asked the teacher several questions.

At lunch, he sat with other Koreans and spoke mostly in his native language. The same was true in Physical Education, where he stayed mostly with other Korean boys. In ESOL class, he worked on revising a composition with another Korean student on a computer in the Writing Lab.

Description of the Student's Experience in ESOL 3:

On the day observed, the student worked with another Korean student at the computer, revising a mystery story he had written. They spoke both Korean and English to one another.

The ESOL teacher praised the student's progress and his attention to detail in his work, but noted that his drive to succeed academically made him extremely competitive with other students. He seemed overly obsessed with getting high grades; he would frequently argue with her over one or two points on a test, for example.

While his written skills in English were good, his oral skills were far weaker. He seemed to socialize mostly with other Korean boys, which may have contributed to his slow progress in oral proficiency.

The student said that he found learning English very difficult, and that he had particular difficulties in holding conversations with other people, and in writing. He also wanted to improve his pronunciation and his spelling.

Description of the Student's Experience in American History (Sheltered)

On the day observed, this student arrived in class a few minutes early and chatted with other students in his native language. The teacher gave a written assignment, and said that students could work on it in pairs or small groups. Instead, the student worked on his own, and seemed to find the assignment easy. He finished the task early, while most other students were still working at the end of the period.

The teacher described the boy as an excellent student who was usually well-prepared for class. He felt that this student would be able to take a mainstream social studies course in 1992-93, and even suggested that the work in the sheltered course was a bit too easy for him. However, he felt that the student needed the sheltered course this year in order to build up his language skills. The teacher noted that although the student had Korean friends, he also interacted with students of other language backgrounds.

When asked whether he would have preferred to take a mainstream social studies class rather than the sheltered class, the student stated that he found the sheltered class too easy, and that he thought the mainstream class would be more challenging. He was not sure that his language skills were appropriate to a mainstream class, but said that he would try harder to improve his skills in a mainstream class. He noted, however, that in his opinion, many of the mainstream students were not serious enough about their academic work.

Description of the Student's Experience in Biology (Sheltered)

The teacher asked students to work independently for most of the period on a worksheet related to the material they had read in their text. During the lesson, the student asked the teacher several questions about the work, and the teacher suggested that he read the text more carefully. He checked his bilingual dictionary frequently as he worked. The student finished early, but didn't chat with other students.

The teacher pointed out that the student was doing excellent work, but that he would be better off with a course which was more challenging in its subject matter. He noted that the student had a positive attitude toward the work in the class, and that he seemed to get along well with everyone.

The student said in an interview that he was not sure he would have been ready to take a mainstream class this year, but that he probably would have found it more challenging.

Description of the Student's Experience in Algebra 2 (Mainstream)

On the day observed, the teacher asked students to put answers to their homework problems on the board. This student volunteered to put one problem on the board and it was correct.

The teacher noted that he has done well in the course and currently has an "A" average. He felt that the student had probably studied some of the same material in his home country, so he was familiar with the work in this class. He observed that the student interacted with both Asian and mainstream students in the class.

Summary

This student came to the U.S. with nine years of education in Korea, his home country. He was highly motivated to succeed, and achieved very good grades (A's and B's) in his first year of school in Philadelphia. His Sheltered Biology teacher felt that he could have taken a mainstream class in 1991-92, but his Sheltered American History teacher felt that the sheltered class was more appropriate for him because he needed to improve his language skills. Although the student's written English was good, his speaking skills were not well developed. One factor impacting on the lack of oral proficiency may be the nature of the teacher-student interaction in classes. For the most part, the communication was directed from teacher to student, with students not required to use the language they already know. In many classes, students were supposed to work quietly or silently, or they might answer questions with one or two words. This type of interaction may be useful with mainstream students, but it does not facilitate language learning.

In addition, the student had a core group of Korean friends with whom he spent most of his time, and for this reason he might not make much effort to practice his oral skills.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	48	4-30-71	10	Vietnamese

Sex	Age (as of 9/91)
M	20 yrs. 5 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	8-31-89	6 yrs.	10-2-89	1

Dates at each ESOL Level:

Level 1: 1989-90, elementary
Level 2: 1990-92, high school
Level 3:
Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
1 yr.	2 yrs.		

Student's Daily Schedule:
1. Algebra 1 (Chapter 1)
2. American History (sheltered)
3. General Physical Science (co-taught)
4. Lunch
5. Health/PE (sheltered)
6. ESOL 2

First Report Period Marks:		Final Report Period Marks
American History:	W	50
Algebra 1X (Chapter 1)	60	57
General Physical Science:	W	W
ESOL 2:	W	60
Health:	50	10
Physical Education:	-	10

Family Background Factors:
The student sometimes lived with his mother, sometimes with a brother, sometimes with friends. He had a history of headaches and depression. His mother had come to school several times for conferences.

Background Data

This is a student who seemed to have many problems on all levels: physical, social, emotional, and academic. He arrived in the U.S. in August 1989 at age 18 and was assigned to Level 1 ESOL. In 1991-92, he was twenty years old and in the tenth grade, assigned to Level 2 ESOL, which he was taking for the second year. In Spring 1990, he had been referred to the Pupil Support Committee because of poor academic skills, irregular attendance, and health issues. According to his records, he had had six years of education in Vietnam, his home country, but he seemed to have great difficulty with reading and writing tasks in English. This difficulty suggests a weakness in literacy proficiency in his native language.

The LEP Pilot Project teachers evaluated his reading proficiency in January 1992 with some reading passages and a Macmillan sight word list; they found that he read on a beginning second grade level. When he was asked to listen to graded passages and respond, he was "instructional at a grade one level". The Pilot Project teachers noted that he was "able to grasp the major activity and characters at this level but little else. " When they asked him to respond to simple factual questions about the passages, the student "needed guidance to be able to return to the passage and reread the appropriate section of the text." They reported that he did not seem to be concentrating on the task.

The student's attendance at the school had been poor in 1990-91, but worsened progressively during the 1991-92 year. For the period up to the end of the third marking period, he had been present for 51 days and absent for 73 days. In particular, he had missed three important beginning weeks of school in September. He has a history of medical problems, including treatment for migraine headaches and depression. An Asian doctor routinely writes him medical excuses, but has apparently refused to talk to school personnel about the student's physical problems or the medication given to him. The student reported that he had many headaches and that his vision blurred when they occurred. He felt that the medication was somewhat helpful, but it did not help him all the time.

All the teachers interviewed indicated that he was a "loner", and rarely mixed with other students. When he did he stayed with students of his own language group. However, his peers seemed to reject him as "crazy" or "strange". The Bilingual Counseling Assistant felt that he was mentally disturbed and needed psychological help.

The school personnel, including the Bilingual Counseling Assistant, the school nurse, and a teacher assigned as a "mentor" teacher all made numerous attempts to contact the family and encourage his attendance at school. His attendance sometimes improved after the school contacted his home, but usually it improved only briefly.

He sometimes lived with his mother, but has also lived with his uncle or his brother at various times. His mother came to school for conferences on several occasions. She attributed his problems in school to physical causes.

Description of the Student's Day

After Advisory, the student's first class was Algebra IX, but he apparently cut the class on the day he was being observed. The teacher said he was absent from class frequently. His next class was Sheltered American History. He sat through the class quietly, and did not volunteer to answer questions. The teacher did not call on him, and he did not interact with the students around him. He seemed to be daydreaming or preoccupied. Next, he went to co-taught General Physical Science, where the teacher asked students to work together to review a chapter. He sat next to another Vietnamese student, but they seemed to spend most of their time talking rather than working.

At Lunch, he sat with some Vietnamese boys for about half the period, and then disappeared. It was not clear where he went or why. After lunch, he went to Physical Education, where he participated energetically in a volleyball game. His last class was ESOL 2. The teacher asked the students to work in pairs to practice a dialogue that they had discussed in the previous day's lesson.

Description of the Student's Experience in ESOL 2

The teacher asked students to work in pairs to practice a dialogue that had been introduced in a previous lesson. The student tried to work with another Vietnamese student, but he was distracted and did not seem to be concentrating.

The ESOL teacher stated that because the student had not been in class consistently he was not able to keep track of what was going on. She had taught him the previous year, 1990-91, when he was in ninth grade, and his attendance was poor at that time too. She found both his oral and his written skills very weak, but she said she thought he had been placed in the appropriate level. He was not acculturating well either academically or socially, in her opinion. He socialized only with other Vietnamese boys; she did not think he had any English-speaking friends. The student said that he felt "O.K. about his progress in English.

When the student was interviewed, he seemed very reluctant to speak, and he was difficult to understand. He seemed to understand the interview questions, but his answers did not always seem to correspond to the question being asked.

Description of the Student's Experience in American History (Sheltered)

The student sat passively through the class while the teacher lectured and asked questions. He did not volunteer and the teacher did not call on him. Other students seemed to pay no attention to him.

The teacher described this student as a "part-timer". He had been absent three days in the previous week and two days in the week previous to that. The teacher noted that the student would fail the course because he had not kept up with the assignments. The student had many difficulties with language proficiency, especially with reading and writing. The teacher felt that the student was not adjusting well to high school, either academically or socially. The student had a poor attitude toward the course and the

teacher considered him "somewhat a loner". When the student did interact with other students, it was always with those of his same language background.

He preferred taking the sheltered class to a mainstream class because he felt the teacher was more helpful than a mainstream teacher would be. He also liked being with other ESOL students.

Description of the Student's Experience in Co-taught General Physical Science

The science teacher asked students to work together to review a chapter for a test. The student worked with another Vietnamese boy, but they seemed to be chatting rather than working.

The teacher noted this student's many absences, but felt that he would do acceptable work if he were in school more. He had received a grade of 75 and a grade of 58 on the most recent assignments, but the teacher doubted that he would pass the course for the marking period. On the other hand, she felt that he needed to move on, and did not want to hold him back. In her opinion, he was too advanced to be in Level 1, but not adequately prepared for the content area courses in Level 2.

This teacher echoed the comments of the Sheltered American History teacher in saying that the student seemed to be a loner and was not adjusting well to school, either academically or socially. Other students tended to reject him, saying that "he's crazy". From what she knew of his personal situation, he received little family support, and seemed rather neglected. She mentioned that he wore a beeper to school, although she did not know the reason.

The student indicated that he liked this teacher, and preferred taking this class to taking a mainstream class.

Description of the Student's Experience in Algebra IX (Chapter 1)

The student apparently cut the class on the day he was being observed. The teacher reported that the student often missed class, and was receiving a failing grade. He felt that the student had been poorly prepared, and in addition, had a short attention span and very little motivation to make progress. The teacher had a difficult time communicating with him because of his lack of language proficiency.

The student said he did not like math because it was very hard for him to understand.

Summary

This is a student who seemed to have a complex set of problems: emotional, physical, social, and academic. Although there had been much attention paid to his case by LEP Pilot Project teachers, a mentor teacher, the bilingual counseling assistant, the nurse, and the Pupil Personnel Committee, he was still not making progress in his courses or in his interactions with peers or teachers. He was absent very frequently, and the absences increased as the school year progressed.

It was not clear what else could have been done for this student on the school level. He was twenty years old and needed to repeat most of his tenth grade subjects in 1992-93, assuming he were to attend school more regularly. He might have benefitted from some counseling or psychological attention in his native language.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	49	1-14-72	12	Vietnamese

Sex	Age (as of 9/91)
M	19 yrs. 9 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	7-20-90	12	9-14-90	2

Dates at each ESOL Level:

Level 1:
Level 2: 1990-91, high school
Level 3:
Level 4: 1991-92, high school

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr.		1 yr.

Student's Daily Schedule:
1. Music
2. Physical Ed. (mainstream)
3. Am. History (sheltered)
4. Biology (sheltered)
5. Lunch
6. ESOL 4
7. Calculus (mainstream)
8. Reading (Chapter 1)

First Report Period Marks:		Final Report Period Marks
American History:	96	98
Calculus:	98	98
Biology:	90	91
ESOL 4:	90	90
Music:	85	80
Reading (Chapter 1):	68	96
Physical Education:	-	90

Family Background Factors:
The student lived with his parents, who worked in a restaurant. He graduated in June 1992 and was accepted at Temple University, where he will study computers.

Background Data

This student arrived in the U.S. at the beginning of the 1990-91 school year at age 18 and was placed in the eleventh grade and Level 2 ESOL. He had had seven years of schooling in Vietnam. He quickly became known as one of the "star" students in the ESOL program, and was moved to Level 4 in his twelfth grade year. Despite the fact that he was in Level 4, where students usually take mainstream classes, he was rostered for sheltered courses. He received top grades in most of his classes, and was accepted to study computer science at Temple University.

His teachers described him as very bright and very motivated. His ESOL teacher noted that although he did well on tests and was highly motivated, his speaking skills were weak, and she did not consider him an "A" student for this reason. Getting him to speak was "like pulling teeth", she noted, and the evaluator who interviewed him had the same experience. During the interview, he mostly answered questions with a word or two.

Teachers observed that the student interacted only with other Vietnamese students, and the student himself mentioned that he liked to stay around students with whom he could speak his native language.

Description of the Student's Day

Due to an assembly program which pre-empted the first period of the day, the students's first class of the day was Physical Education, where he participated enthusiastically in calisthenics and a volleyball game. His next class was Sheltered American History, where he sat quietly, seeming to try to absorb the material. He did not interact much with any of the other students in the class. In the next class, Sheltered Biology, he participated somewhat more, volunteering to answer two questions. He again kept mostly to himself during the class, but walked to lunch with two other Vietnamese students. After eating quickly, he went to the room where one teacher tutors students during the lunch period. He worked on homework for the rest of the period.

In his next class, ESOL 4, the teacher reviewed an exercise the students had done at home, involving a set of reading comprehension passages and questions. There was not much chance for students to use their language skills, as the teacher did most of the talking. Students only needed to give a one word answer to the questions. In his next class, Calculus, he worked independently and then was paired with a mainstream student sitting near him to discuss the problems they had finished. He seemed to enjoy the work in the class.

In the Chapter 1 Reading class, students worked in small groups on vocabulary exercises, which the teacher discussed later in the class. The student worked with two mainstream students, and seemed to know most of the vocabulary already.

Description of the Student's Experience in ESOL 4

In the class observed, the teacher reviewed a set of reading comprehension passages with questions. There was very little opportunity for students to respond orally.

The student was called on twice and gave correct answers, but since the answers were only one or two words, it was difficult to tell what his oral proficiency was like.

The teacher described him as a highly motivated student who had good test grades, but did not have the oral proficiency of most Level 4 students. He seemed not to be as motivated to improve in this direction as he was with other aspects of the course. She pointed out that he seemed to have excellent work habits and study skills, but that he interacted only with other Vietnamese students.

In an interview, the student said he felt that he needed to improve his English, but added that he did not feel comfortable with mainstream students, so he was not inclined to practice the language with them.

Description of the Student's Experience in American History (Sheltered)

During the class observed, the teacher lectured and asked questions. The student seemed attentive, but did not volunteer to answer questions, and was not called on. He did not interact much with other students in the class.

The teacher described the boy as an excellent student who was probably not challenged enough by the sheltered class. The teacher felt that because the student was so bright, he could have taken a mainstream class and picked up the language skills he needed there. He added that the student's spoken English was very weak, and he was reluctant to volunteer to speak in class.

The student said that he preferred taking the sheltered class because he liked being with other ESOL students and because he felt the teachers were more helpful in the sheltered classes than in the mainstream classes. He was satisfied with his progress in the course, and felt he had learned a lot of useful vocabulary from it.

Description of the Student's Experience in Biology (Sheltered)

During the class observed, the student looked attentive and answered several questions correctly. He seemed to keep to himself rather than interacting with other students.

The teacher reported that the student is one of the best students he has had, but that the student needed a more intellectually challenging course than the sheltered class. The teacher felt that the student would have done well in a mainstream class.

The student, however, stated that he preferred the sheltered class because he could be with students of his same language background. He was content with his progress in the class.

Description of the Student's Experience in Calculus (Mainstream)

The student worked individually after a short presentation by the teacher. When finished, he discussed the work with a mainstream student. He seemed to be enjoying the work.

The teacher described the student as "top-notch", and mentioned that he had written him a college recommendation. He felt that the student's previous education had trained him well in mathematics, but that the student was also very bright, with a particular aptitude in this area.

The student said that he particularly liked math, and that he had had a good background in the subject prior to taking this course. He wanted to continue studying math and computers in college.

Summary

This student was doing very well, and appeared to be not only well-educated, but also academically talented, especially in the area of mathematics. His oral proficiency in English was his one weakness. Unfortunately, the fact that he kept to himself a great deal, spoke mostly to other Vietnamese students, and was not interested in relating to mainstream students worked against his language acquisition.

This student might have been able to handle mainstream classes in terms of his intellectual level, but it seems doubtful that he would have been able to be a full participant in such classes because of his lack of proficiency in spoken English. It is unclear how proficient he was in written English, which would also have been a key factor in his performance in mainstream classes. He graduated in June 1992, and had been accepted to study computer science at Temple University.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	50	1-20-76	10	Khmer

Sex	Age (as of 9/91)
F	15 yrs. 9 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	1985	0	mid-year 1985-86	1

Dates at each ESOL Level:

Level 1: mid-year 1985-1989, elementary
Level 2:
Level 3: 1989-90 elementary; 1990-91 high school
Level 4: 1991-92, high school

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
3½ yrs.		2 yrs.	1 yr.

Student's Daily Schedule:
1. Reading (Chapter 1)
2. American History (sheltered)
3. Biology (sheltered)
4. Lunch
5. ESOL 4
6. General Math 2 (mainstream)
7. Cosmetology

First Report Period Marks:		Final Report Period Marks
Reading Chapter 1:	75	77
American History:	78	80
General Math:	60	70
Biology:	80	76
ESOL 4	75	75
Cosmetology	-	82

Family Background Factors:
The student lived with her parents and seven siblings. She would like to be a secretary or go to college after high school.

Background Data

This student arrived from Cambodia in 1985 at the age of nine with no previous education. She was not literate in Khmer, her native language.

The student entered Beginning ESOL in fourth grade in the middle of the 1985-86 school year. She spent three and a half years at this level, and then spent two years at Level 3 ESOL. By 1991-92 she was in Level 4 ESOL in the tenth grade. Her ESOL teacher stated that she would need to repeat Level 4 in 1992-93 because her English language proficiency was still very low. An interview with the student confirmed that she was not able to express herself as well as most students at Level 4. If she exits the ESOL program at the end of the 1992-93 school year, she will have spent a total of seven and a half years in the ESOL program.

The three content-area teachers interviewed about this student stated that they felt she was in the appropriate ESOL level. However, the ESOL teacher was not sure that the level was appropriate, and felt that the student's language skills were more like those of Level 3 students. She pointed out that since this student had already been in ESOL 3 for two years, she had been moved to Level 4 for 1991-92.

The student came here with a large intact family including both parents and seven siblings. The parents were not working. The ESOL teacher had taught some of the student's siblings, whom she described as "street-wise" and "not school-oriented".

The student seemed to have a small circle of Cambodian friends with whom she walked to class, but in her classes she interacted with both Asian and non-Asian students. She said she liked mainstream students and had had more good experiences than bad experiences with them.

She seemed to have a friendly, outgoing personality. After high school, she would like to either train to be a secretary or go to college.

Description of the Student's Day

This student's first class after Advisory was Chapter 1 Reading. She was taking this course because several of her teachers noticed that she had trouble understanding what she read. The class worked individually on reading some passages and answering questions, both comprehension and vocabulary. She worked alone, and twice asked the teacher for an explanation of a word. There were one or two other Asians in the class, but they weren't sitting near her.

In the next class, Sheltered American History, she sat near some other Cambodian girls. The teacher lectured and asked questions, but the student did not volunteer to answer and was not called on.

In the next class, Sheltered Biology, the student sat at a lab table with two other Cambodian girls. They chatted covertly during the class. The teacher presented some new information, and reviewed some information previously studied. The student had

prepared her homework, but she did not volunteer to answer questions. The teacher called on her once, and she gave the answer he wanted.

Although Lunch was scheduled for the period after Biology, the student went instead to a room where one of the ESOL teachers did tutoring during lunchtime. She said she never ate lunch because she did not like the noise and confusion of the cafeteria. She worked on homework together with some other Asian students.

After the lunch period, she went to ESOL 4. The teacher spent the period working on several reading comprehension exercises which the students had done for homework. The student was not called on and did not volunteer.

The next two classes, General Math 2 and Cosmetology, were held at the Randolph Skills Center and were the last two classes of the day. The student took a special bus from the high school to the Skills Center, and the bus took her home at the end of the day.

In General Math 2, the student had her homework done, and gave a correct answer at the board when called on to write out the answer to a problem. In the second part of the lesson, the teacher asked them to work independently on some problems. She chatted covertly with her neighbors, both Asian and non-Asian.

In Cosmetology, the class of eight girls worked on styling hair. The student participated enthusiastically in the discussion and hands-on experience.

Description of the Student's Experience in ESOL 4

The ESOL teacher went over homework reading and questions from a book of reading passages. The student was not called on and did not volunteer.

The teacher noted after class that the student had repeated ESOL 3 (one year at an elementary school, one year at the high school) before being moved on to ESOL 4 this year. The teacher felt that she was not ready to exit the program and would need to repeat another year of ESOL 4. The teacher said her level of proficiency was very poor for Level 4.

In an interview, The ESOL teacher described this student as conscientious, but "non-academic". The student always had her homework done, but was barely able to pass the course. The teacher noted that the student was getting a passing grade only because she worked hard.

The student's major difficulty was with reading comprehension. In addition, although she managed to make herself understood to others, she had difficulty with grammar, and was not able to use standard English grammatical structure in her speech.

The student stated in an interview that she had not known any English when she came to the U.S. She tried to practice English by herself and with her older brother and sister. She said that she spoke more English than Khmer both in school and outside of school. She was mostly satisfied with her progress in English, but wanted to improve her

ability to write compositions. She did not mention the reading comprehension or structure difficulties noted by her teacher.

Description of the Student's Experience in American History (Sheltered)

During the lesson observed, the student sat near other Cambodian girls. The teacher lectured/asked questions for most of the period. He did not call on her and she did not volunteer.

The teacher said that the student had been getting a grade of "C" all year, but had trouble understanding what she read. He felt that while her Chapter I reading class was helping her make some general progress, she was not advancing in the history course. He felt that she would not have been able to handle a mainstream class. He described her attitude toward the class as "conscientious, but not super-motivated". He noted that everyone seemed to like her, and that she has lots of cross-cultural friendships.

The student said she was not sure she would have been ready to take a mainstream American History class in 1991-92. She felt that she was "doing O.K." in the Sheltered American History class. When asked whether she preferred to take a mainstream or a sheltered social studies class, she said she did not have a preference, but that a mixture of different language groups was good in either type of class.

Description of the Student's Experience in Biology (Sheltered)

During the lesson observed, the student sat with two other Cambodian girls at a lab table. The teacher presented information and asked review questions about the material they had studied. The student had her homework done, but did not volunteer to answer questions. The teacher called on her once and she gave the answer he wanted.

The teacher described this student as a behavior problem because she talked so much during class. He said she had a poor attention span, and did "so-so" work. He did not feel that she had any language problems that interfered with doing her work, but he felt that her attitude toward the work in the class was "casual, lazy" and that she would not have been able to handle a mainstream Biology course.

The teacher noted that this student mainly interacted with other Asians in his class. The student said she was not sure whether she would have been able to take a mainstream Biology class in 1991-92, but felt she was "doing O.K." in sheltered Biology. She said that she preferred a mixture of both types of students in either kind of class.

Description of the Student's Experience in General Math 2 (Mainstream-at Skills Center)

The teacher asked students to put some homework problems on the board. The student had prepared her homework. She was called on to put a problem on the board, and it was correct. During the second part of the lesson, when students needed to work independently, she chatted covertly with her neighbors, both Asian and non-Asian.

The teacher stated that this student had a reading difficulty which sometimes interfered with her understanding of word problems. He noted that she had made some

improvement, but was doing only average work. He believed she could try harder, and that she was just not "driven to succeed". He added that she was very likeable and seemed to have many friends.

The student said that she needed to study harder in math, but she also felt that the teacher did not teach well.

Summary

This student had been in ESOL for six and a half years, but her language skills, particularly her oral skills, were not well developed. One factor contributing to the slow growth may have been the traditional, teacher-centered nature of many classes, resulting in a very small number of opportunities for students to use the language purposefully with peers or teachers.

This student was characterized by some of her teachers as conscientious, but not academically oriented, and not particularly motivated to try for high grades. The math teacher felt that she could have tried harder, and the biology teacher described her as "lazy" and a behavior problem because she chatted so much.

The student mixed with all types of students, both ESOL and mainstream, although she also had a group of Cambodian girl friends with whom she spent a large proportion of her time.

STUDENT INFORMATION FORM

School: 3 Sheltered Class : American History

Name	ID No.	Birthdate	Grade	Native Lang.
	51	2-18-72	11	Vietnamese

Sex	Age (as of 9/91)
M	19 yrs. 7 mos.

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	11-17-90	to 10th grade	3-18-91	2

Dates at each ESOL Level:

Level 1:

Level 2: Spring 1991, 1991-92; high school

Level 3:

Level 4:

Years at each ESOL Level:

Level 1:	Level 2:	Level 3:	Level 4:
	1 yr. 3 mos.		

Student's Daily Schedule:
1. Algebra 1 (mainstream)
2. American History (sheltered)
3. Biology (sheltered)
4. Art (mainstream)
5. Lunch
6. ESOL 2

First Report Period Marks:		Final Report Period Marks
Algebra 1:	85	95
American History:	-	84
Biology:	65	68
ESOL 2:	90	92
Art:	60	89

Family Background Factors:
The student lived with a brother who ran a grocery store. His parents and other siblings were not in the U.S. He helped in the store after school and said there was not much time to study.

Background Data

This student arrived in the U.S. in 1990 at age 18 and entered high school in March 1991. He had been in school in Vietnam until the tenth grade. He was assigned to ESOL Level 2, and took the Level 2 co-taught content area classes.

In the 1991-92 year, he was again assigned to Level 2 but took the sheltered courses corresponding to Level 3. This was due to the fact that he had taken co-taught classes for part of the previous year. However, he did not do well in the sheltered classes. According to his teachers, the student's language proficiency was too limited for these courses.

Although he received average grades in most of his classes, he did not seem highly motivated to succeed academically. In an interview, he came across as somewhat shy, but was able to get his ideas across in English. The ESOL teacher felt that he would be ready for ESOL 3 in 1992-93. However, the Sheltered Biology teacher characterized his language proficiency as weak, and noted that his lack of proficiency interfered with his ability to learn the course material. The Sheltered American History teacher also felt that his oral and written skills were too poor for the course. Both teachers observed that he managed to get through his courses because he was friendly with several Vietnamese girls who helped him with answers to assignments.

He lived with his older brother, who ran a grocery store. His parents and several siblings were still in Vietnam. He helped his brother in the store after school, and said that this did not allow him much time to study. He indicated that he would like to continue his education after high school, but he did not know what he wanted to do.

Description of the Student's Day

After Advisory, the student went to Algebra 1, where he sat near some other Vietnamese students. He seemed to be trying to copy someone's else's homework while the teacher was putting some problems on the board. He did not volunteer to solve any of the problems, and the teacher did not call on him.

His next class was Sheltered American History. He sat next to a Vietnamese girl, who at various points wrote on his notebook page. He was attentive throughout the lesson, and participated by answering a question correctly. In the next class, Sheltered Biology, he was attentive during a demonstration of how the heart works. His next period was Art, where he sat again with other Vietnamese students. He did not seem interested in the class assignment, which was to create an advertisement. He spent most of the period trying to chat with other students near him.

His next period was Lunch, and he once again sat with other Vietnamese students. He participated in a very loud discussion with another Vietnamese boy. At the end of the lunch period, he went to ESOL 2. The teacher reviewed a dialogue they had studied, and asked him to write part of it on the board. He at first refused, but finally agreed. He made one mistake in the writing, not adding an "s" to the third person singular verb.

Description of the Student's Experience in ESOL 2

The teacher reviewed a dialogue they had studied by asking several students to go to the board and write different parts of the dialogue. The student went to the board reluctantly, after first refusing to do it at all. His writing was correct except for one grammatical error.

The ESOL teacher's opinion was that considering that the student had been in the U.S. for only a little over a year, he was doing very well. She noted that much of the work in the class seemed easy for him, and that he would be ready to move to Level 3 in 1992-93. She mentioned, however, that his written skills lagged behind his oral proficiency. She felt that he was acculturating well both academically and socially.

The student was happy with the ESOL class, and felt he was making good progress.

Description of the Student's Experience in American History (Sheltered)

During the class observed, the teacher lectured and asked questions. The student volunteered to answer a question and gave the response the teacher was looking for. He sat near a Vietnamese girl and seemed to be copying some work from her.

The teacher felt that the student had difficulty with both the oral and written aspects of the language and that the language weakness interfered with his progress in learning the course material. Although the student had been in the Level 2 co-taught classes for part of the previous year, the teacher thought that he should have repeated one or more of them rather than taking the sheltered classes.

The teacher further noted that the student needed a lot of extra help because everything in the class was difficult for him. The student tried to get help from other students in the class as often as possible, even on tests. The teacher observed that the student did not seem to try very hard, but was content to rely on others to get by. The student never mixed with students who were not of his own language background.

When asked whether he would have preferred a mainstream class to the sheltered course, the student stated that he preferred the sheltered class because he thought the teacher could give students more attention and therefore the subject would be easier to learn. He felt that he was not ready to take a mainstream class.

Description of the Student's Experience in Biology (Sheltered)

During the class observed, the school nurse gave a demonstration about blood pressure and heart disease. The student seemed attentive during the presentation, but did not ask any questions.

The teacher stated that the student had poor oral and written proficiency and was barely passing the course. He described him as a "follower" and as someone who depended on other students' work to get by. On tests, the student usually had difficulty keeping his eyes on his own paper.

Socially, the student seemed rather immature for his age and isolated in that he made friends only with other Vietnamese. The teacher noted that the student rarely missed school, and felt that he should have been making more progress, but was not motivated to do so.

The student stated that he preferred the sheltered class to a mainstream class because he could get more help from the teacher. He felt that he was not ready for a mainstream class this year. He realized he was not doing well in the course, and said that learning all the new vocabulary in this class was very difficult for him.

Description of the Student's Experience in Algebra 1 (Mainstream)

On the day observed, the teacher put some problems on the board and asked the students to solve them. The student did not volunteer to answer any of the problems, and the teacher did not call on him. He chatted with a neighbor in Vietnamese, and may have been copying some answers from him.

The teacher said that the student was doing good work, but commented that he associated only with the other Asians in the class. Apparently the student's language difficulties did not interfere with his work in this class.

The student was satisfied with his work in this class.

Summary

This student entered high school in the U.S. in November 1990, having completed schooling to the tenth grade in Vietnam. In his first year here, he made good progress in the eyes of his ESOL teacher, but his Sheltered Biology and Sheltered American History teachers felt that his language ability was not adequate for their courses, and that he was not highly motivated to do well. From these teachers' assessments of the student, it seems that he was not quite ready to take sheltered classes. However, he probably would have missed accumulating course credits if he had repeated the Level 2 content-area classes.

In contrast to the opinions of the sheltered class teachers, the Algebra teacher felt that the student was doing adequate work. The student depended a great deal on the help of other students to accomplish the work in his classes. All the teachers noted that he tended to socialize only with other speakers of his native language.

The School District of Philadelphia

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

REMEDIAL PLAN FOR ASIAN LEP STUDENTS

STUDENT CASE STUDIES

SCHOOL 4

Report #9316
June, 1993

Office of Accountability and Assessment

BEST COPY AVAILABLE

SCHOOL 4

Six Asian LEP students were selected from the sheltered Biology class which participated in phase 2 of this study. The case studies which are presented on the following pages represent six ESOL Level 3 students who ranged in age from 14 years to 21 years. Two of these students were from Vietnam and were in the 9th grade. Three were from Cambodia and one from China and all were in the 11th grade. The three Cambodian students had arrived in the U.S.A. having missed many years of schooling and two had fathers who were deceased. The three other students had not missed any prior schooling. All but one of the six students came from homes where the parents or guardians were unemployed.

Of the six students in the sample, the two 9th graders, the youngest students of the group, were the high performers. These two students had each had six years of education in Vietnam, had been in the ESOL program for three to four and a half years respectively and had not missed any prior schooling. Teachers described them as excellent and capable students who continued to need help in their language proficiency skills.

The four older students (three from Cambodia and one from China) were all struggling. The three Cambodian students had missed many years of schooling, and only one had been in the ESOL program for more than three years. The Chinese student had not missed any schooling and was in her third year of ESOL. Teachers reported that all four students were not coping with Level 3 work, and believed they should have been placed in Level 2. Concerns about the age of these students (17 yrs. 3 months to 20 yrs. 10 months) may have prompted staff to place them in Level 3 hoping that they would be able to accumulate more credits towards graduation.

Four of the six students expressed a preference for sheltered classes, because they felt that their English was not good enough for mainstream classes. They reported a feeling of comfort in working with other ESOL students. As was noted with the other schools, not one of the six students was observed socializing with non-Asians during lunch, and only two participated in the school's extracurricular activities.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	52	1-14-74	11	Khmer

Sex	Age (as of 9/91)
F	17 yrs, 8 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	2-16-84	2	9-91	3

Dates at each ESOL level :

Level 1: No records were available for this student prior to 1991.
Level 2:
Level 3: 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4:
		1 yr.	

Student's Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. Gen Math 2 (Mainstream)
4. Phys Ed (Sheltered)
5. Lunch
6. ESOL Tutorial
7. Biology (Sheltered)

	First Report Period Marks:	Final Report Period Marks
ESOL 3:	65	64
American History:	W	W
General Math 2:	55	55
Biology:	76	70
Health Education:	91	92
Physical Education:	-	90

Family Background Factors:
Father: Deceased Mother: Homemaker

Student Background Data

L. came to the U.S. in February, 1984 at the age of ten. She had two years of education in Cambodia. She could read and write a little Cambodian, but did not know any English before her arrival. No school records were available for this student from 1984-1990. L. said she was placed in ESOL 1 when she entered a Philadelphia elementary school in 1984 but she could not recall her final ESOL level there. She reported that she was in ESOL 2 for one year in 1990 when she went to Roosevelt High School in California. She was placed in ESOL 3 when she moved backed to Philadelphia in 1991.

L.'s father was dead and she lived with her mother. She had one brother who lived in California and three sisters, one of whom lived in Philadelphia.

She said she got along well with other Asian students, but she did not have American friends because there were no American students in most of her classes. She did not participate in any extracurricular school activities; instead, she babysat her niece, watched Cambodian movies and read books.

L. reported that if she needed help with her school work she got assistance from teachers, tutors, and Asian friends. Nobody helped her at home because her mother did not speak English.

Description of Student's Day

L. began her day in Advisory and then went to her ESOL 3 class. She chatted with two Cambodian girls who sat next to her before the class started. She asked and answered questions, copied answers from the board and paid attention. She and her Cambodian friend moved on to their American History class where she answered questions, copied answers from the board, took notes and appeared attentive in class. Once in a while, she worked on assignments on her own or sat gazing into space. In her next class, General Math 2, the Math teacher checked her homework and explained several points to her. L. took notes from the board, wrote the assignments and paid attention. With her Cambodian friend, she moved on to Physical Education, where she sat next to the same girl chatting before class started. She paid attention to the lesson.

At lunch, L. and other Cambodian students, including a male student, sat at the same table. After lunch, L. and her friends went to the ESOL tutorial class and started studying on their own. A Vietnamese female student talked to her in English. Her last class for the day was Biology. L. volunteered to answer questions and copied charts and other information from the board.

Description of Student in ESOL

L. sat next to two Cambodian girls and chatted with them before the class started. She asked questions, copied information from the board, answered questions orally, and went to the board to write an (incorrect) answer. She paid attention throughout and laughed at the teacher's jokes. The teacher asked her once to stop talking to a Cambodian girl in the class.

The ESOL teacher said L. was doing very poorly and that her first report period mark [65] reflected her current performance. The teacher indicated that L. lacked "basic learning skills" and some English skills, which kept her from accomplishing the work needed for the ESOL class. The teacher also reported that: "L. has a problem. She is not motivated to study. She does not study at home. She does her homework but it is poor work." In the teacher's opinion, L. should have been placed in ESOL 2 instead of ESOL 3.

The ESOL teacher said L. was very shy and never talked to male students. She reported that L. socialized mostly with Cambodian female students, and that L. did not have family support in her endeavor.

L. said she knew no English before she came to the U.S. and felt it was difficult to learn English. In school, she spoke Cambodian with her friends and sometimes she spoke English with other Asian students. Outside of school, she sometimes spoke English to her niece and other people when she went shopping. L. indicated she was not satisfied with her progress in basic English skills as well as in the ESOL class.

Description of Student in General Math II (Mainstream)

At the beginning of the lesson, L. turned in her homework. The Math teacher checked her assignment and explained several points to her. She took notes, wrote assignments, copied answers from the board, answered simple questions and generally paid attention.

The Math teacher indicated that L. was doing very poorly. She said: "L. does not have basic Math skills. She has language problems. She does not understand what I say and has to ask students to explain. She comes to the class but does not talk. She does not respond when I explain to her. All she says is 'Yes' or 'No'. She does not participate at all. She copies everything. Sometimes she does not work hard at her homework."

The teacher said L.'s first report period mark [55] reflected her current performance and that her language difficulties kept her from accomplishing the work needed for mainstream Math. He felt that L. needed to be in a sheltered Math class instead of a mainstream class because she needed "one-on-one instruction." The teacher indicated that L. did not interact a great deal with other students.

L. said she was not satisfied with the progress she was making in mainstream Math because she did not understand many of the lessons. But she also asserted that she liked taking Math class with regular students.

Description of Student in American History (Sheltered)

L. chatted with a Cambodian girl before the class started. She answered a question, copied information from the board, took notes and paid attention. Occasionally she worked on assignments on her own or sat there staring blankly.

The American History teacher said L. was not doing too well, and that her first report period mark [W] reflected her current performance in this class. He indicated that L. had difficulties with all types of assignments because she did not have the educational background and necessary English skills. The teacher felt that L., like other ESOL students in his class, needed an intensive English class. He thought L. should be in ESOL 2 instead of ESOL 3.

The teacher also indicated that although L. did not have academic potential, "She tries. She has notebooks. She is always prepared. She seems interested in the class. She is cooperative."

L. said she was not satisfied with the progress she was making in American History because she could not understand the lessons. She said she preferred taking American History with ESOL students because it was easier and because other Asian students helped her.

Description of Student in Biology (Sheltered)

The teacher taught a lesson on the Human Endocrine System. He put questions and answers on the board and showed a film about cells. L. copied a chart and other information from the board, volunteered to answer questions and seemed to be able to follow the lesson.

The Biology teacher said L. was doing well and was always in the middle in his class. He described L. as a hard worker because she "tried very hard and was anxious to do work." He indicated that L. still had writing, communication and vocabulary problems and difficulties with all types of assignments. He said: "L. has made some improvements, but still needs a lot of work". He reported that L. was shy but very mature, and got along well with Asian students. According to the teacher, L. asked other students to help her if she had problems with work in the class.

L. said she was "doing O.K." even though she was not satisfied with the progress she was making in Biology. She said she preferred taking Sheltered Biology because she could get help from other Asian students. She thought she would not have been ready to take Biology class with regular students.

Summary

L. was not satisfied with the progress she was making in of all her main subjects because she had problems understanding the content. The ESOL teacher and her sheltered class teachers thought L. lacked "basic learning skills" as well as basic English skills. L. did not have a lot of opportunities to communicate with people in English because she mingled with Cambodian students most of the time.

Both the ESOL and the American History teachers indicated that L. should have been placed in ESOL 2 not ESOL 3. All of her sheltered class teachers reported that L. benefited

from sheltered classes because she needed individual instruction. Although L. herself preferred to be in sheltered classes because she could get help from other Asian students, she would have liked to have had some American students in the class so that she could practice her English.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	53	9-27-76	9	Vietnamese

Sex	Age (as of 9/91)
F	14 yrs, 11.5 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	2-4-88	6	11-88	1

Dates at each ESOL level:

Level 1: Spring 1988, Elementary School; Fall 1988-89, Middle School
Level 2: 1989-90, Middle School
Level 3: 1990-91, Middle School; 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4
1.5 yrs.	1 yr.	2 yrs.	

Student's Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. Algebra 1 (Mainstream)
4. Physical Education (Mainstream)
5. Lunch
6. ESOL 3 Tutorial
7. Biology (Sheltered)
8. Typing (Mainstream)

	First Report Period Marks:	Final Report Period Marks
ESOL 3:	80	84
American History:	85	80
Algebra:	95	97
Biology:	86	83
Conflict Resolution	75	75
Typing:	-	50
Physical Education:	-	80

Family Background Factors:
Parents on welfare.

Student Background Data

T. came to the U.S. in February 1988 at the age of 11 after six years of schooling in Vietnam where she learned to read and write Vietnamese.

T.'s parents were both on welfare. She had an older brother and sister as well as an Amerasian half-sister who, according to the ESOL teacher, graduated from high school and was attending college. The half-sister was thought to be a major influence on her.

Upon her arrival in the Spring of 1988, T. was placed in ESOL Level 1 as a 6th grader at an elementary school. She continued in ESOL Level 1, grade 6 at a middle school in the following school year and moved on to ESOL 2 in grade 7 in 1989-1990. She reported that she did not attend ESOL in the 8th grade, although computerized records do not indicate this. At the time of this study, she was in Grade 9, ESOL Level 3.

T.'s ESOL teacher noted that she mixed well with the other Asian students and got along well with some American students. She had a Chinese-Cambodian male friend with whom she spoke English and several close Vietnamese girlfriends with whom she spoke Vietnamese in school. She was a good student who asked for help from teachers, friends and tutors when she needed it.

T. indicated that she did not participate in extracurricular school activities although she attended the Randolph Skills Center after school. She read English and Vietnamese books in her leisure time and watched American and Vietnamese films.

Description of Student's Day

T. began her day in Advisory and then went to her ESOL 3 class, where all eleven students were Asian. She talked to two Vietnamese girls until the lesson started. She volunteered to answer questions and paid attention throughout the lesson. She and her Vietnamese friend moved on to their American History class and they chatted before and after the lesson. In this class, T. spent a lot of time writing in her notebook. On the way to her Algebra class, she chatted with a Chinese-Cambodian boy. In the Algebra class, she communicated with Afro-American students. She volunteered to answer questions and paid attention to the lesson. Occasionally she worked on assignments on her own. She moved on to her Physical Education class where she was the only Asian or ESOL student. While there, she talked to a Caucasian girl during class but did not volunteer to answer questions, although she did participate in small group activities.

At lunch, T. sat with other Vietnamese girls and chatted with them. Then she walked to the ESOL Tutorial class with a Vietnamese girl. In the ESOL Tutorial class, she studied on her own, and once in a while chatted with her Vietnamese friends. In her next class, Biology, she answered questions, asked questions, took notes and exchanged ideas with her Vietnamese female classmate. She chatted with the same girl after class. Her last class for the day was Typing. In this class, she worked on her own for most of time. Her Asian "boyfriend" was waiting for her outside. They spoke English to each other.

Description of Student in ESOL 3

T. sat next to two Vietnamese girls and talked to them in Vietnamese. She answered questions, paid attention and took notes. She laughed when the teacher joked and appeared able to follow the lesson. She asked a question when the teacher dealt with a topic on airways.

The ESOL teacher said that T. was doing very well. "She is attentive, very motivated, and is willing to learn. At first, her English was not very good. But she is doing better. She has been transferred to the A group."

The ESOL teacher indicated that T. had difficulties with writing compositions and summaries, expression, grammar, and the pronunciation of words. However, these language difficulties did not keep her from accomplishing the work needed for the course: "She does not have problems in ESOL. She knows how to study by rote, but she does not express herself creatively." The ESOL teacher also thought T. was placed in the appropriate ESOL level and that she could not have handled this subject in a regular English class. She also indicated that T. was acculturating very well both academically and socially.

T. stated that she knew some English before coming to the U.S., having learned it in school. She could have a simple basic English conversation, read parts of some books, and understand some of what she heard on TV. Her strategy for improving her English was to watch cartoons on TV and to talk to Americans. She also began to read more generally and to use the dictionary after finding that she could not understand English language books. She indicated that she spoke English at school every day and also outside of school, such as when she went shopping.

T. was satisfied with her progress in ESOL, although she felt that she still needed to improve her reading and writing skills.

Description of Student in Algebra 1 (Mainstream)

T. was the only Vietnamese girl in this mainstream class. She talked to her Chinese-Cambodian "boyfriend" in the hallway before entering class. (They were usually seen together in school.) Before the class started, she playfully hit an African-American boy. She then talked to two other Afro-American students about the results of a quiz, as she sat among an ethnically diverse group of students. She seemed to be well-prepared. She volunteered to go to the board to answer questions. She followed the lesson and paid attention. She answered when the teacher asked the class questions. She also raised her hand to ask a question, but the teacher did not see her. Once in a while, she would do assignments on her own.

The Math teacher stated that T. was doing excellent work: "She is meticulous with her work always does her homework assignments, accepts challenges, has a good attitude towards the work, she keeps improving." T. did not have problems with her Math assignments, because, as the Math teacher indicated, these were always written on the board.

He reported, however, that T. had some problems with oral expression: "Sometimes T. uses sign language when she communicates with me. She doesn't use complete sentences sometimes. For example, she says 'bathroom' instead of 'Can I go to bathroom?'." He also noted that T. had no problems either academically or socially. "She is more social than most ESOL students. She gets along with Asian and non-Asian students. She also gets along well with an Italian girl."

T. reported that she would have preferred taking Algebra with other ESOL students, because "Asians are better at Math than Americans."

Description of Student in American History (Sheltered)

Before and after the class, T. talked to her Vietnamese friends sitting next to her. She answered questions in unison with other students, wrote notes, and paid attention. Occasionally, she wrote in her notebook and drew pictures instead of listening to the teacher.

The American History teacher said that T. was doing very well. "She works consistently, very impressive student, participates, is motivated." He indicated that T had difficulty with her spoken presentation. "She needs more work in speaking English. Her writing is fair. She needs practice in writing English and with reading comprehension." However, he said that these language difficulties did not keep her from accomplishing the work needed for this course. He felt that T. was better off in a sheltered American History class than in a mainstream class, that she was getting along very well with other Asian students and was doing very well academically.

T. indicated that she would have preferred taking an American History class with mainstream students because she could have gotten more information from them. She felt she would have been able to handle mainstream American History.

Description of Student in Biology (Sheltered)

T. sat next to a Vietnamese girl. Sometimes, they exchanged ideas regarding the lesson and the assignment from the class. She followed the lesson and took notes. She gave answers when the teacher asked questions. She asked a question which was related to the lesson. The teacher answered the question. She chatted for a couple of minutes with a Vietnamese girl next to her after the teacher had finished the lesson.

The Biology teacher indicated that T. was doing very well: "She works well, understands well, is enthusiastic." He said that her first report period mark of 86 reflected her current performance in the subject, but that she had some difficulties with research projects such as writing and reading English terminology. He indicated that T could not always grasp the extensive scientific vocabulary presented in class. However, these language difficulties did not keep her from accomplishing the work needed for this course. The teacher felt that T. could not have handled Biology in a mainstream class, but thought that T. was doing "nicely" academically and socially. She did not have any problems with other students and was a very quiet girl.

T. indicated that she would have preferred taking a Biology class with American and Asian students because she would have been able to ask both Americans and Asians questions. She said sheltered Biology provided more details, but she felt that she might have been able to handle a mainstream Biology class.

Summary

In general, T. was doing pretty well, both academically and socially. She did not have any problems with her courses. All of T's sheltered class teachers indicated that she was appropriately placed in sheltered classes, although she herself felt she would have been ready to take every subject but English with regular students. Her problems in English included vocabulary and oral expression.

She interacted very well with Asian as well as with non-Asian students. Relatively speaking, she spoke English more often than other Asian LEP students in this study because: 1) she had to speak English to her Chinese-Cambodian male friend, 2) she volunteered to answer questions orally in class, and 3) she did not hesitate to communicate with American students.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	54	1-5-74	11	Khmer

Sex	Age (as of 9/91)
F	17 yrs., 9 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	3-7-86	1	9-86	1

Dates at each ESOL level:

Level 1: Fall 1986 to Spring 1989, Elementary School; 1989-90, High School
Level 2: 1990-91, High School
Level 3: 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4:
4 yrs.	1 yr.	1 yr.	

Student's Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. General Math 2 (Mainstream)
4. Physical Education (Sheltered)
5. Lunch
6. ESOL Tutorial
7. Biology (Sheltered)

	First Report Period Marks:	Final Report Period Marks
ESOL 3:	70	68
American History:	W	65
General Math 2:	65	66
Biology:	73	78
Health Education:	93	94
Physical Education:	-	90

Family Background Factors:
Father: Unemployed Mother: Unemployed

Student Background Data

K. came to the U.S. in March, 1986 at age twelve. She had one year of education in Cambodia. While she could write some Cambodian characters, she could not read in the language. She did not know any English before her arrival. K. was placed in the sixth grade at ESOL Level 1 at an elementary school in 1986, and remained at this level for four years. She moved to Level 2 in 1990-91 at a high school and to Level 3 in the 1991-92 school year.

K.'s parents were unemployed. Her father was a soldier in Cambodia for nine years. She had three brothers and one sister.

K. reported that she spoke Cambodian or English with students at school. The only other opportunities K. had to speak English were when she went shopping and when she went to the doctor. She indicated that she got along well with Asian students but had no American friends. When she needed help with her school work, teachers, tutors and Asian friends helped her at school. Nobody helped her at home because her parents did not know English.

K. did not engage in any extracurricular activities at school. Outside of school, she watched TV, did the cleaning around the house, read books she borrowed from school and went shopping. She did not know if she would go on to college.

Description of Student's Day

K. began her day in Advisory and then went to her ESOL 3 class. She chatted with the Cambodian girls who sat next to her before the class started. K. paid attention, took notes and volunteered answers. She and her Cambodian friend moved on to their American History class where she listened to the teacher, took notes, copied answers from the board and did the classroom assignments. She answered a question correctly and paid attention throughout the class. In her next class, General Math 2, K. handed in her homework, tried to answer the teacher's questions, took notes, copied answers and wrote the assignments. With her Cambodian friend, she moved on to Physical Education where they sat next to each other. K. talked to her friend and other Cambodian girls during the class and paid attention to the lesson.

At lunch, K. sat with four other Cambodian female students and one male student. After lunch, K. and her friend went to the ESOL tutorial class. A Vietnamese male student came up to her and talked to her in English after the period started. However, K. sat by herself and wrote assignments for most of the period. Her last class for the day was Biology. She copied a chart and other information from the board. She paid attention throughout the lesson but she did not volunteer to answer questions.

Description of Student in ESOL 3

Before the ESOL class started, K. chatted with three Cambodian girls who sat next to her. K. paid attention and volunteered to answer questions. She took notes, shook her head, laughed and checked her answers with the other Cambodian girls.

The ESOL teacher said K. was doing poorly but tried hard. She said K.'s attitude towards the work was positive because she tried to get the work done and tried to follow the lesson. She thought K. lacked basic English skills which kept her from accomplishing the work needed for the ESOL class. She said K.'s first report card mark [70] was indicative of her current performance in the ESOL class and that K. should have been placed in ESOL 2 instead of ESOL 3. The ESOL teacher noted that K. got along well with other Asian students, especially Cambodians.

K. said that she did not know any English before she came to the U.S., and she felt that sometimes it was difficult for her to learn English. She reported that she learned English by coming to school, watching TV and reading books. She spoke English with Chinese and Vietnamese students at school and with Americans when she went shopping two or three times a week.

K. said that she was not satisfied with the progress she was making in English because she got confused at times. She felt that she needed to improve her basic English skills.

Description of Student in General Math II (Mainstream)

K. handed in her homework and tried to answer when the Math teacher asked the class questions. She took notes, copied answers and wrote the assignments.

The Math teacher reported that K. was doing badly not because of her language problems but because of her lack of basic Math skills, such as fractions. The teacher said that: " K. did well last year, but she forgets easily and just barely passed with a D this year. She takes notes and does homework all the time --she doesn't miss any assignments. She attempts to do everything I ask her to do". The teacher felt that K. did not have any difficulty with assignments as long as she was motivated to work. He indicated that K. was very quiet, did not converse with anyone, did not answer questions, nor ask for help even from Asian students. She just kept to herself.

K. said "Math is hard. I can understand a little." She reported that she liked taking Math with American students because she could learn more English.

Description of Student in American History (Sheltered)

K. sat next to a Cambodian girl. She listened to the lecture, took notes, copied answers from the board and did the classroom assignments. She also answered correctly when the teacher asked her a simple question. She paid attention throughout the class.

The American History teacher said that K. was not doing too well but had been improving greatly. He indicated that K. had difficulties with all types of assignments which could be due to either her language problems or to the fact that she did not study enough at home.

The teacher felt that K. would absolutely not have been able to handle American History in a mainstream class. He said, "K. is cooperative, attentive, improving but not well

enough ... doesn't show her frustration openly ... doesn't do extra work." The teacher said that K. got along with her other Cambodian friends.

K. said she preferred taking American History with ESOL students because she could turn to her ESOL friends if she had problems. K. felt that American students spoke too fast and she could not follow them. She felt that she would not have been ready to take American History with mainstream students.

Description of Student in Biology (Sheltered)

K. sat by herself. She copied a chart and notes about the Nervous System from the board. She paid attention throughout the lesson but did not volunteer to answer any questions.

The Biology teacher indicated that K. showed signs of improvement. He said K.'s attitude towards the work in this class was good: "She is attentive, anxious to get the work done, not lazy. She does volunteer to answer questions." However, he also said that K. had difficulties with all kinds of assignments due to her lack of basic English skills: "She has many more language difficulties than other students. In particular, her vocabulary is poor". The teacher reported that K.'s first report period mark [73] reflected her current performance in Biology and that K. could not have handled Biology in a mainstream class. He said K. was bashful and usually associated with Cambodians, but got along well with both Asian and non-Asian students.

Although K. said she would have preferred taking Biology with mainstream students because she could learn more English, she felt she was not ready for a mainstream class.

Summary

Before coming to the U.S. at age 12, K. had had one year of schooling and did not know any English. After arriving in the US, she did not have a lot of opportunities to take advantage of her English-speaking surroundings. This was her sixth year of ESOL.

All of her sheltered class teachers indicated that she lacked basic English skills and would not have been able to handle mainstream classes. The ESOL teacher indicated that K. should have been placed in ESOL 2 instead of ESOL 3. Despite her poor English, K. would have preferred to take some mainstream classes to practice her English.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	55	8-16-77	9	Vietnamese

Sex	Age (as of 9/91)
M	14 years

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Vietnam	5-3-89	6	9-5-89	2

Dates at each ESOL level:

Level 1:
Level 2: 1989-90, 1990-91, Middle School
Level 3: 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4:
	2 yrs.	1 yr.	

Students Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. Algebra 1 (Mainstream)
4. Physical Education (Sheltered)
5. Lunch
6. ESOL Tutorial
7. Biology (Sheltered)

	First Report Period Marks:	Final Report Period Marks:
ESOL 3:	88	94
American History:	90	90
Algebra 1:	96	97
Biology:	75	90
Health Education:	94	94
Physical Education:	-	90

Family Background Factors:
Father: Unemployed.
Mother: Homemaker.

Student Background Data

D. came to the U.S. in May, 1989 at the age of eleven. When he left Vietnam he was in the sixth grade, having spent six years in Vietnamese schools. Before his arrival, his knowledge of English was limited to an ability to say and read the alphabet. After arriving, he spent two years in ESOL Level 2, and at the time of this study was in Level 3. According to his ESOL teacher, D. should have been in ESOL 4 but chose to remain in Level 3 because it was easier for him.

D.'s father was ethnic Chinese and his mother Vietnamese; both were unemployed and on welfare. Of his four brothers and two sisters, an older brother had graduated from the same high school that D. attended. Although his father's ancestry was Chinese, D. spoke no Chinese. He was from a Vietnamese-speaking household in which neither parent spoke English, and Vietnamese customs were generally observed. D. continued to speak, read and write in Vietnamese. He did read English books, enjoyed listening to music, and was a member of the school soccer club which had a number of other Asian students.

Description of Student's Day

D. began his day in Advisory and then went to his ESOL 3 class, where all eleven students were Asian. His ESOL teacher sent him on an errand and when he returned he chatted with his Vietnamese friend until the lesson started. D. sat at the rear of the class, but the teacher asked him to move closer to the blackboard. He answered questions and paid attention throughout the lesson. He and his Vietnamese friend moved on to their American History class, where for the most part, D. paid attention and completed the necessary assignments. Occasionally, he seemed to "tune out" and stare into space. In his next class, Algebra 1, D. was attentive, participated actively and clearly understood the concepts being taught. He also helped another student, but at times he appeared bored. With his Vietnamese friend, he moved on to Physical Education and again paid attention in this class. In gym, he chatted with his friend and other students. They all played volleyball together. D. appeared confident.

At lunch, D. sat with other Vietnamese students and chatted with them. Then he moved to another table of Vietnamese students and chatted with them. After lunch, he and his friend went to the ESOL tutorial class and D. worked on reviewing his American History text. He asked the ESOL teacher a lot of questions and chatted with his friend and a Chinese student. His last class for the day was Biology. Again, he was attentive for most of the lesson, but at times he seemed to gaze into space.

Description of Student in ESOL

Before the class started, the ESOL teacher asked D. to take a note to another teacher. D. talked to a Vietnamese student, a very good friend of his, before and during class. The ESOL teacher asked students questions from the textbook they were using, gave them assignments and asked them to read aloud after her. All eleven students were Asian. D. asked the ESOL teacher about the meaning of the word "estimate". The teacher asked D. to sit closer to the blackboard and to sit straight. He answered questions correctly and paid

attention. However, he did not follow the teacher's instructions to read aloud, nor did he copy the complete answers from the board.

The ESOL teacher said that D. was smart and was doing very well. She indicated that he had a positive attitude towards his work, but did not work hard. He got a "B" for the first report card, and should have gotten an "A". The ESOL teacher did not think D. had any difficulty with assignments or language comprehension. She said D. should have been in ESOL 4 instead of ESOL 3, but that he refused to go to ESOL 4. Because of his age, he was allowed to stay in ESOL 3. The ESOL teacher said: "D. would have to struggle to maintain high grades if he were in a mainstream class, but he would have no problem in passing." She said D. was "completely Americanized. He did not have any problems acculturating academically or socially." She also thought D. got along with Asian students, and that D.'s family was very supportive. He had strict parents. She added: "D. is afraid of his father. He doesn't want me to talk to his father."

D. reported that when he came to the U.S., he was literate in Vietnamese, but did not know how to speak, write or read English beyond the alphabet. He had some difficulties in learning English. He indicated that in learning English he got help from his elder brother. He also used a dictionary when he had a problem with English. He reported that he occasionally chatted with American students in school, although he generally spoke Vietnamese both in school and outside of school. He was not satisfied with his progress in English, and felt he still needed to work on "grammar, speaking the American way, and writing." Sometimes he had difficulty with vocabulary, "It's easy to forget vocabulary. " He felt he was "doing O.K." in ESOL class.

Description of Student in Algebra 1 (Mainstream)

D. paid attention to the lesson and answered questions appropriately. He nodded when the teacher taught, which seemed to indicate that he understood. He participated actively in the class. Once in a while, he discussed the classroom assignment with another student in Vietnamese which the teacher allowed. One of the Vietnamese students from this class asked him about the right answers for a quiz. He was one of the few students who gave a right answer to a special question, and got an extra credit. He also communicated with the teacher in English. Sometimes, he seemed to be a little bored. He either read something on his own or just sat there and did nothing. At the end of this class, he chatted with his Vietnamese friend.

The Math teacher said that D. was doing very well and was one of the best students in this mainstream class. The teacher indicated that D. did not have difficulty with assignments, nor did he have language difficulties. "He is very quiet." She reported that she would recommend D. for Algebra 2 next year. She thought that he was doing fine academically and socially, although he did not mingle with American kids too much. He usually talked to a Vietnamese student. However, he got along well with everybody such as an African-American student he helped sometimes. The teacher reported that he had a good attitude towards his work in math class. Sometimes he lagged with his homework, but not often enough to reflect in his grades. The teacher reported that she had taught his brother before, who was not academically-oriented.

D. said he was doing O.K. in math class and thought it was "easy". He liked taking math class with regular students.

Description of Student in American History (Sheltered)

D. chatted with his Vietnamese friend before the class started. However, they did not sit next to each other. D. copied answers from the board, listened to the teacher and took notes. He volunteered to answer simple questions, such as names of countries. At times, he just sat there and gazed into space.

The American History teacher said that D. was doing consistently well and was one of the best students. His first report mark (90) reflected his current performance. He was "not reluctant to speak out, not afraid to express himself." However, he "needs help in the American way of expression. He still has writing problems, makes grammatical errors but his language difficulties do not prevent him from getting high grades. He is very smart. He has very good study habits. The teacher thought D. should have been put in mainstream classes. He said D. was doing very well socially (with Asians) in his class. He said at first D. was a little inattentive and immature but had improved a lot. Now, "he is serious and not playful anymore."

D. felt he was doing O.K. in American History class. He said he preferred taking American History with ESOL students because he felt that his English was not good. He said he was not yet ready to take American History with mainstream students, but "next year will be fine."

Description of Student in Biology (Sheltered)

D. copied questions and answers from the board. He paid attention to the teacher. He answered questions appropriately most of the time. However, on one occasion he did not know the answer, and turned it into a joke. The teacher told him to be serious. The teacher liked him and called him "Mr. M."

The Biology teacher said that D. was an excellent student and felt that he would get an "A" by the end of the year. "He is too good. The first report mark didn't really reflect his current performance. He was immature at the beginning. I expected more from him. He is an "A" student now." The teacher thought that D's attitude towards the work in this class was very good. He was anxious to do the job, and was doing fairly well in terms of assignments. He initially had problems with vocabulary, but had overcome this. Language difficulties did not keep him from accomplishing the work needed for Biology. Academically, he was catching on and socially he was doing well. The teacher felt that D. would have been lost in a mainstream class.

D. indicated that he preferred taking Biology classes with ESOL students. He felt he was not ready to take Biology with mainstream students.

Summary

D. was a smart, responsible student. He was more expressive than other students, and usually tried to volunteer answers to questions in every class. He got along well with everybody, although for most of the time, he choose to talk to a good friend of his -- a Vietnamese student. He spoke Vietnamese a great deal, both at school and at home. Maybe because he was younger than some of the other students when he came to the U.S., he picked up English more quickly, although he still had problems with vocabulary and grammar. These problems, however, did not keep him from accomplishing the work needed for the classes.

Although D. was recommended for placement in ESOL 4 at the beginning of the 1991-1992 school year, he was unwilling to skip Level 3. His teachers indicated he would have been able to handle mainstream classes, with the exception of Biology. From the evaluator's observations of this student, it appeared that the sheltered classes were not sufficiently challenging.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	56	12-15-70	11	Cantonese (Vietnamese)

Sex	Age (as of 9/91)
F	20 years 10 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country of Origin	Date entered Sch. Sys.	ESOL level at entry
Cambodia	7-19-89	8 years in Vietnam	1-28-91	3

Dates at each ESOL level:

Level 1:
Level 2: Spring 1991, High School (moved back to this level)
Level 3: Spring 1991; 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4:
	0.5 yrs.	1 yr.	

Student's Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. General Math 1 (Mainstream)
4. Physical Education (Sheltered)
5. Lunch
6. ESOL Tutorial
7. Biology (Sheltered)

First Report Period Marks:		Final Report Period Marks
ESOL 3:	70	68
Amererican History:	65	W
General Math 1:	73	74
Biology:	82	70
Health Education:	94	95
Physical Education:	-	70

Family Background Factors:
Father: Deceased
Mother: Homemaker

Student Background Data

H. came to the U.S. in 1989 at the age of 18 1/2. She had attended school for eight years in Vietnam but appeared to have missed several years of schooling. She also did not go to school in the year she arrived in the U.S.A., but began night school in New Jersey in 1990, and came to the School District of Philadelphia in January, 1991. She was placed initially in ESOL 3, on the basis of her test results at the Welcome Center, but was quickly moved back to ESOL 2 because of her poor performance. In the Fall of 1991, she was in ESOL 3 again.

H.'s parents were originally from China; her father died when she was seven. Of her eight sisters and two brothers, one sister lived in Austria, another in Hong Kong, a brother in Vietnam while the rest lived in the U.S. Her mother, a homemaker, was 67 years old.

She could read and write in Vietnamese and understood Mandarin Chinese. In addition, H. understood the Chaozhou dialect of Chinese, and spoke Cantonese and Vietnamese fluently. She indicated that she was willing to speak English to her American friends such as her two coworkers at Dunkin' Donuts where she worked part-time.

When she needed help at school, H. received it from the ESOL teacher and the bilingual tutors. At home, she was on her own: her mother could not speak English and her sisters did not have the time. She reported that she did not participate in any extracurricular activities at school. She watched Chinese films in her leisure time at home.

Description of Student's Day

H. began her day in Advisory and then went to her ESOL 3 class with a Chinese girl with whom she talked in Cantonese. She did not know the answer when the ESOL teacher asked her a question, but did try to answer other questions. H. listened to the teacher and took notes throughout the lesson. She moved on to her American History class, where for the most part, H. paid attention and took notes, but did not respond to any questions. H. chatted with a Vietnamese girl after the teacher finished the lesson. In her next class, Algebra 1, H. copied the questions from the board and listened to the teacher. She answered the teacher's questions and asked the teacher a question of her own. H. moved on to Physical Education where she chatted with other Chinese and Vietnamese girls while she was waiting for her turn to play badminton.

At lunch, H. sat with other Chinese female students and chatted with them. After lunch, she and her friend went to the ESOL tutorial class where H. reviewed her assignments from different classes and chatted with Cantonese students sitting next to her. Her last class for the day was Biology. H. sat next to a Vietnamese girl and talked to her before the class started. She copied down the answers from the board, but did not answer when the teacher asked the class questions. At times, she looked tired and did not pay much attention. She occasionally talked to the Vietnamese girl during the lesson but did not disrupt the class.

Description of Student in ESOL 3

H. walked into the ESOL class with a Chinese girl and talked to her later in Cantonese. Throughout the class, H. listened to the teacher and took notes. She tried to give answers when the teacher asked the whole class questions, but she did not know the answer to one of the questions, so the teacher explained the answer to the whole class.

The ESOL teacher indicated that H. was doing very badly and did not have the necessary discipline. She lacked English ability, could not understand, comprehend, spell, give complete sentences or pronounce well. In a word, H. was "lacking basic skills." These language difficulties kept H. from accomplishing the work needed for the ESOL course. The ESOL teacher felt that H. should have been placed in ESOL Level 2 instead of Level 3. He reported that H. handed in the assignments and homework consistently, but did not do a good job. Sometimes H. copied homework from other students. The ESOL teacher reported that H.'s first report period mark (70) was given by another ESOL teacher and did not reflect her current performance in ESOL which deserved a mark in the 60's. The ESOL teacher said that H. got along well with her Chinese friends but not with other Asians or American students.

H. reported that when she came to the U.S., she knew very little English. She could not read a book or a newspaper, have a conversation, or understand programs on TV. She felt that learning English was difficult for her, despite the fact that she had studied it in Vietnam. She tried to learn English from her Vietnamese friends at school and outside of school. When she had problems with new words she looked them up in the dictionary. H. indicated that she did not speak English often because she did not have American friends. However, sometimes she spoke English when she went shopping or worked in Dunkin' Donuts. She said she was not satisfied with her progress in English, but felt she was doing O.K. in ESOL class, which contradicted the teacher's point of view.

Description of Student in General Math 1 (Mainstream)

The Math teacher was working on questions he had put on the board. There were only five students in attendance, three were American and two were Asian. H. sat away from the other students, copied the questions from the board and listened to the teacher. The teacher asked her two questions during class. H. answered in a very low voice which the teacher could not hear. The teacher asked her if she would like to come to the board to write down the answer. She replied "No". The Math teacher told the students he would like to give an extra credit to those who answered questions voluntarily. H. raised her hand but did not get a chance to answer because another student answered first. The Math teacher stopped by H.'s desk and patiently answered a question put to him by her.

The Math teacher reported that H. was doing about average in Math class and that her first report period mark (73) reflected accurately her current performance in the class. He indicated that H. had problems with anything related to reading instructions, verbal statements and written interpretation, and could not put together sentences. The teacher felt H. would have been lost if she had been placed in a large mainstream class, both because of her language difficulties as well as her lack of basic skills in such areas as decimals (although her computation was good).

The Math teacher said H. kept to herself. As the only Asian female in the class, she operated on her own. While her homework could have improved, H. performed responsibly in the classroom.

H. said she was satisfied with the progress she was making in Math, but she preferred taking Math with Americans because Chinese (Vietnamese) students were too good at math for her comfort level.

Description of Student in American History (Sheltered)

In the American History class, H. paid attention to the teacher's lecture and took notes. She did not respond when the teacher asked the class questions. H. chatted with a Vietnamese girl after the teacher finished the lesson.

The American History teacher said H. was an inconsistent student with little intellectual ability. Because of H.'s lack of basic English skills, she had difficulties with all assignments. Even though she was self-disciplined and conscientious, according to her teacher, language difficulties kept H. from accomplishing the work needed for the course. The teacher felt that H. had very good relations with Asian students, especially Chinese students. He noticed that an Asian student sitting next to her often helped her.

H. said that she did not understand American History but in order to speak English, she would prefer taking American History with both American and Asian students. However, she did not think she could have handled mainstream American History.

Description of Student in Biology (Sheltered)

H. sat next to a Vietnamese girl and talked to her before the class started. She copied down the answer to the question: "What is the nervous system?" from the blackboard. She did not respond when the teacher asked the class questions. She looked tired and did not pay much attention for a while. Instead, she talked to the Vietnamese girl but was not disruptive.

The Biology teacher felt that H. was falling behind in Biology. He indicated that H. did not comprehend English and had difficulty with biological concepts. The teacher reported that because of H.'s poor English proficiency, she had problems with all kinds of assignments and needed a lot of assistance. H. had told the teacher that she did not understand the subject matter.

The teacher indicated that H. got along well with people because "she knows how to interact with people and has a sense of humor... she is very social...but academically, she is not motivated, lacks skills, and is lazy."

H. indicated that she was satisfied with the progress she was making in Biology. She said she liked taking Biology with ESOL students because "Biology has a lot of work... I don't understand the new words...the teacher teaches slowly...the teacher knows how to

teach ESOL students." H. felt that she would not have been able to handle mainstream Biology.

Summary

H. was tested by the Welcome Center in January, 1991 and was initially placed in ESOL 3. However, because of her poor performance, she was quickly placed back in ESOL 2 for the remainder of the school year. She moved on to ESOL Level 3 in September of 1991. H. herself and all of her content area teachers felt that she lacked basic English skills which kept her from accomplishing the work needed for the courses. The fact that H. spoke Chinese and Vietnamese with her friends, instead of English, also did not help.

According to the ESOL and American History teachers, H. should have remained in ESOL Level 2 instead of moving on to Level 3. H. felt that she had benefited from the sheltered classes because of the way the sheltered teachers taught.

STUDENT INFORMATION FORM

SCHOOL: 4 — Sheltered Class: Biology

Name	ID No.	Birthdate	Grade	Native Lang.
	57	6-23-74	11	Chinese (Cantonese)

Sex	Age (as of 9/91)
Female	17 years, 3 months

Country of Origin	Date arrived in U.S.A.	Yrs of Educ. in Country Sch. Sys.	Date entered at entry	ESOL level at entry
China	9-26-89	9	10-18-89	1

Dates at each ESOL level:

Level 1: Fall 1989 to Fall 1990, High School
Level 2: Spring 1991, High School
Level 3: 1991-92, High School
Level 4:

Years at each ESOL level:

Level 1:	Level 2:	Level 3:	Level 4:
1.5 yrs.	0.5 yrs.	1 yr.	

Student's Daily Schedule:

1. ESOL 3
2. American History (Sheltered)
3. Algebra 2 (Mainstream)
4. Physical Education (Sheltered)
5. Lunch
6. ESOL Tutorial
7. Biology (Sheltered)

	First Report Period Marks:	Final Report Period Marks
ESOL 3:	80	50
Amererican History:	67	W
Algebra 2:	75	65
Biology:	82	60
Health Education:	W	73
Physical Education:	100	60

Family Background Factors:
Father: Cook
Mother: Factory worker.

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Father: Cook
Mother: Factory worker.

performance. The ESOL teacher said: "Q. regresses instead of progresses, her spelling is terrible, she cannot pronounce, cannot write complete sentences, does not work hard, is getting worse."

The ESOL teacher also said that Q. did not study hard. Since her English was very poor, the teacher had the tutor help her with her writing assignments. She could not write compositions well, could not speak well and had problems with pronunciation and language structure. The teacher said these language difficulties kept Q. from accomplishing the work needed for this course and that Q. was doing poorly academically. Although she handed in her assignments regularly, she was not motivated. The teacher felt that Q. should have been placed in ESOL 2 instead of ESOL 3 and that socially, she only got along with her sisters and with Chinese students.

Due to the limited English proficiency of the student, the following interview was conducted primarily in Mandarin Chinese.

Q. said she took one year of English at school when she was in China, but learned little. She said that when she came here, she did not know any English and was unable to read either a book or a newspaper. She could not have a conversation with people and she could not understand programs on TV. She found learning English difficult but could not specify the reasons why. She said she was learning some English by coming to ESOL class, listening to friends, looking up words in a dictionary and watching TV. She also said she did not speak English often, either in school or outside. She was not satisfied with her progress in any of her English skills.

Description of Student in Algebra 2 (Mainstream)

There were twenty students in this class, of whom approximately two thirds were native English speakers. The Math teacher asked questions about "square meters" and "coefficients". The Afro-American students answered all the time. At the very beginning of the Math class, Q. did not pay attention to the lesson. She was writing an assignment. She started listening to the teacher later and copied down the answers from the board. When the Math teacher asked the class questions, Q. never responded. She did take notes and apparently tried to follow the teacher.

The Math teacher said that Q. was doing very poorly and was at the bottom of this class. Because the teacher was reviewing materials from last semester, most of the students, apart from Q., were having little difficulty. Q. was getting worse. The Math teacher said that: "Q. doesn't make any effort, doesn't understand, never speaks. Other students have to translate for her. She only communicates with students who speak the same Chinese dialect. She is not motivated, and has a negative attitude towards the work in this class." The Math teacher also said that Q. could not understand test instructions. She indicated that Q. had problems with all of her English skills. He said Q. could not handle this class and that even though her sister helped her with schoolwork, she was doing very poorly academically. Q. did not communicate with non-Asian students.

Q. said she was not satisfied with the progress she was making in Math. She could not understand the concepts well even though she had studied Math in China.

Description of Student in American History (Sheltered)

Q. sat next to her sister and talked before class. The lesson dealt with the United States in World War II. The teacher explained the questions from the worksheet to the students, and wrote the answers on the blackboard while the students copied them. The teacher reminded Q. that she had not handed in her assignment. She did not pay much attention to the teacher or try to answer oral questions. She talked in Cantonese to her sister and another girl while the lesson was going on. For a while, she worked on Math assignments in her Math book.

The American History teacher said Q. was barely passing: "She has problems with vocabulary, reading comprehension, everything! These language difficulties keep her from accomplishing the work needed for American History. She could not have handled American History in a mainstream class. She is doing poorly academically. She is not enthusiastic about the work in this class, but socially she has a great time with other Chinese friends."

Q. said she was not satisfied with her progress in American History. She did not understand the terminology used in class and felt she was not ready to take mainstream American History.

Description of Student in Biology (Sheltered)

She did nothing in class. She remained mute and inattentive throughout the lesson. Occasionally, she put her head on the table.

The Biology teacher said Q. was doing O.K. at the beginning, but "is at the bottom now, has very poor skills, nice girl but not motivated, doesn't care about the work, lazy, cuts classes. Q. has problems with every assignment. She lacks basic English skills which keep her from accomplishing the work needed for this course." The teacher thought Q. should have been placed in ESOL 2 instead of ESOL 3. He said Q. could not have handled Biology in a mainstream class. Socially, she "keeps to herself."

Q. said she was not satisfied with the progress she was making in Biology. She did not know the vocabulary. She preferred taking Biology with ESOL students and felt she would not have been able to handle mainstream Biology.

Summary

Q. had serious problems with English. She never tried to speak English at school. She only communicated with those who spoke the same Chinese dialect. She was put in the lower ESOL 3 Level. However, according to her teachers, she should have been placed in ESOL 2. She was not willing to learn and was often absent. Not being able to transfer to the high school of her choice made her very upset, which could be one of the reasons she was so poorly motivated. However, she was not actively involved in the classes because her English and mastery of content was so limited.